



**A STUDY OF JOB SATISFACTION AMONG ELEMENTARY  
SCHOOL TEACHERS IN RELATION TO THEIR  
SELF-CONCEPT, PROFESSIONAL ATTITUDE  
AND SOCIO-ECONOMIC STATUS**

**ABSTRACT  
THESIS**

**SUBMITTED FOR THE AWARD OF THE DEGREE OF**

**Doctor of Philosophy**

**IN**

**EDUCATION**

**BY**

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Under the Supervision of

**CHAIRPERSON**

DEPARTMENT OF EDUCATION  
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ALIGARH (INDIA)

**2008**

# ABSTRACT

Prosperity, welfare and security of a nation depends upon the education, that the people receive. If the people comprising a nation are properly educated, they will not only contribute to their maximum capability for welfare of the nation but will also safeguard the democratic ideals which we so clearly cherish in a world based on science and technology. It is education that determine the level of prosperity, welfare and security of the people on the quality and number of persons coming out of our schools and colleges will depends our success in the great enterprise of national reconstruction where principle objective is to raise the standard of living of our people. Thus, provision of a sound educational programme is sinequa non for the progress of a nation. The teacher is the single most important factor for the success of an educational programme. The schools may have excellent buildings, well designed curricula, good teaching aids but if the teachers are not efficient, the educational programme can never be successful '*Ryan*' (1969) has rightly pointed out – "good teachers may have the way for an enlightened and productive society, poor teaching contrary wise would seem to be a significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding and intellectual and cultural stagnation". In the words of Education Commission (1964-66) "Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession. Providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective". Again, the report of the Education Commission (1964-66) start its first chapter with the sentence "The destiny of India is now being shaped in her classroom", this indicates

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how important the school along with the teaching personnel are to the progress and development of the nation.

Teachers identification with the profession is essentially determine by the job satisfaction. It improves the performance as well as the effectiveness of an individual irrespective of the nature of the work. This is why the understanding of the dynamics of job satisfaction requires a serious consideration by all concerned. For the professional preparation of the teachers, the study of job satisfaction held by them is very important. The optimum level of efficiency is attained by the teacher by virtue of his being satisfied at his job, whereas on the contrary dissatisfaction hampers, his functioning to any useful purpose. Satisfaction identifies the teacher with his profession and dissatisfaction keeps him in ever readiness to get out of it at the earliest available opportunity. In addition a teacher's satisfaction with their job not only influence his behaviour in classroom but also influence the behaviour of the pupils. To study job satisfaction, numerous studies have been conducted from time to time on job satisfaction among industrial workers but scarcely the work has been done in this field using samples of elementary school teachers with variables like self concept, professional attitude and socio-economic status. This being the reason the investigator undertook the present study.

### **Statement of Problem :**

“A study of Job Satisfaction among elementary school teachers in relation to their self concept, professional attitude and socio economic status”.

### **Objectives of the Study :**

The present study aims to achieve following objectives

1. To find out the general level of job satisfaction among elementary school teachers.
2. To study the gender differences in the level of job satisfaction among elementary school teachers.
3. To study the impact of self concept on job-satisfaction in relation to gender differences.
4. To study the impact of professional attitude on job satisfaction in relation to gender differences.
5. To study the impact of socio-economic status on job satisfaction in relation to gender differences.

### **Hypotheses :**

1. There is no significant difference in the level of job-satisfaction between male and female teachers of elementary school.
2. There is no significant difference in the self-concept of male and female teachers.
3. There is no significant difference in the professional attitude of male and female teachers.
4. There is no significant difference in the socio-economic status of male and female teachers.
5. There is no significant difference in the relationship between job satisfaction and length of service among elementary school teachers.
6. Self-concept, Professional attitude and socio-economic status are not the significant predictors of job satisfaction for each gender and combined group.



### **Delimitations :**

1. Present study is limited to Elementary school teachers only and takes into account both male and female teachers.
2. Although there is a large number of variables influencing Job-satisfaction of teachers. Only three of them namely, Self-concept, Professional attitude and Socio-economic status will be studied.
3. As the study is confined to elementary school teachers, its findings can't be generalize to secondary and higher education system.

### **Sampling :**

The sample of the present study consisting of elementary school teachers, (who teaches class VI - VIII ) in the schools of different states of India. This study is carried out in middle/high schools of four States of India viz. Uttar Pradesh, Haryana, Himachal Pradesh and Rajasthan. Present study is conducted in 23 schools on 499 teachers including 283 female and 216 male. The selection of the states and schools are made on the basis of Accidental/Incidental Sampling.

### **Tool Used**

- (a) Job satisfaction, Dis-satisfactin Employees Inventory (S.D. Employees Inventory) – Dr. D.M. Pestonjee
- (b) Mohsin Self Concept Inventory (MSCI)
- (c) Teacher Attitude Scale - J.C. Goyal :
- (d) Socio-Economic Status Profile : (SESP)

### **Statistical Treatment of the Data :**

The main statistical techniques used for the data analysis are means, standard deviation, t-test, Coefficient of correlation, ANOVA and Multiple regression.

### **Major findings of the Study :**

1. There is a difference in the level of job satisfaction between male and female teachers of elementary schools. Females are more satisfied than male teachers.
2. Self concept of male and female is found to be significantly different. Male teachers have a higher level of Self concept than female teachers, also there is a significant relationship between job satisfaction and Self concept of male teachers. This relationship is not found in female teachers.
3. Significant difference exist between the professional attitude of male and female teachers. Male teachers have a higher professional attitude than female teachers. Negative correlation exist between job satisfaction and professional attitude of male and female teachers.
4. Female teachers have higher S.E.S. than male teachers. This difference is significant. There is positive correlation between job satisfaction and S.E.S. among male and female teachers.
5. There is no significant difference between male and female teachers in their teaching experience. When correlation is done on combined group, negative correlation is found between job satisfaction and teaching experience which is not significant whereas when done separately significant difference is found among both male and female teachers in between job satisfaction

and teaching experience. Negative correlation implied that as teacher's experience increases, their job satisfaction decreases.

### **STUDY OF THE INTERACTIVE EFFECTS :**

1. ANOVA is carried out on the difference between groups of teachers at different levels of self concept on job satisfaction. A result revealed that F ratio for both self concept and gender variables are significant at 0.01 level of confidence. It means that both the variables significantly affect the dependent variable i.e. job satisfaction. However interaction of Gender and Self-concept is found to be insignificant . It is concluded that there is a impact of self-concept on job satisfaction.
2. When ANOVA is performed on the difference between groups of teachers at different levels of professional attitude on Job satisfaction are not significant at any level. Where as F-ratio for gender variable is significant at .05 level which indicates that gender affects the dependent variable. Mean scores of female is higher than the male teachers which indicates the greater influence of female on Job satisfaction. Hence it can be concluded that professional attitude has no significant affects on job satisfaction where as gender has a significant affects on job satisfaction. Interaction of a gender and professional attitude is found to be insignificant.
3. ANOVA is carried out on the difference between groups of teachers at different levels of S.E.S. on Job satisfaction which indicates that F-value of different levels of S.E.S. on Job satisfaction is found to be .557 with degree of freedom 2 and 498. It is not significant at any level of confidence. It leads to the conclusion that S.E.S. on the

measure of job satisfaction does not differ significantly or there is no influence of S.E.S. on Job satisfaction . Male and female teachers differ with each other in their mean scores, female has higher mean score than male which indicates the greater influence of female teachers on job satisfaction than male.

### **STUDY OF THE DETERMINANTS OF JOB SATISFACTION :**

In this process, the first dependent variable is the Job satisfaction and independent variables are Self concept, professional attitude and socio-economic status. Regression analysis helps us in determining the potential relationship or shared common variance between the predictor (Self concept, professional attitude, S.E.S. and teaching experience) and criterion variable (Job satisfaction). Multiple regression is performed to find out the predictors of job satisfaction when conducted on male only. Self concept is appeared as the predictor of job satisfaction in case of male teachers. In female, experience is found as the determinant of job satisfaction where as when analysis is done on combined respondent, Self concept came out as the predictor of job satisfaction. It signifies that Self concept is the main determinant or predictor of job satisfaction.

### **Educational Implications :**

Some of the findings listed in the previous section are of extraordinary importance which call for some immediate measures, to be taken for the job-satisfaction of teachers.

- (i) It is seen in previous chapter that female teachers are more satisfied than the male teachers, female teachers are well adjusted with their

job, management social adjustment and personal adjustment where as male teachers are not so adjusted with teaching, job, management and personal relation. Awareness about the importance of teaching and its benefits amongst male should be increased.

- (ii) Teachers are not trained and well qualified with the method of teaching, many have unfavourable attitude for teaching. For such teachers orientation programme as well as refresher courses should be organized for shorter as well as longer duration in summer and winter vacation. Inservice programme for teachers should be arranged.
- (iii) Salary must be consistent with present Socio-economic condition. It means one have to cope with the Society with ones salary. Atleast living cost will be covered by that salary. A range of salary must have capability to meet up one's basic need in life. When one's salary cannot meet up that, they have to look for other earning source. As most of the teachers are dissatisfied with low salary, they tried to more income by private teaching. In some cases they get more amounts from private teaching than their monthly salary. It makes the teachers less sincere towards their school teaching. Provision should be made to raise salaries from time to time.

#### **IMPLICATIONS FOR FURTHER RESEARCH :**

- (i) Due to shortage of time and resources, the study is carried out only on elementary school teachers to find out job satisfaction among them. Although job satisfaction is necessary to secondary as well as degree college teachers yet the focus of the study has been on the elementary stage only.

- (ii) Present study covers only few states and districts of India, which investigator found easy to study, other states likely to provide comparatively more comprehensive picture of the elementary school teachers with respect to the variables under investigation.
- (iii) The present research work has been done on urban areas only. The study should be extended to rural areas and comparative study should be done in between rural and urban teachers.



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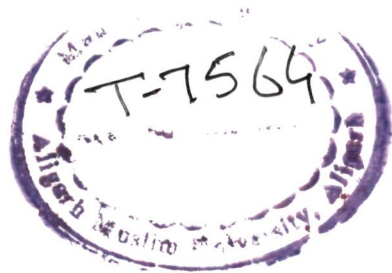
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## **CERTIFICATE**

This is to certify that the thesis entitled **“A Study of Job Satisfaction among elementary school teachers, in relation to their self concept, professional attitude and socio-economic status”** has been completed by **Ms Smarika Bhargava** (Candidate).

I as chairperson of the Department permit the candidate to submit the thesis for the award of the degree of Doctor of Philosophy in Education (Aligarh Muslim University) The work done by her is upto the mark and quite suitable for the award of Ph.D. degree in Education.

**Chairperson**

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*Smarika Bhargava*  
*Smarika Bhargava*

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# **CHAPTER I**

## **THEORETICAL FRAMEWORK**

Prosperity, welfare and security of a nation depends upon the education, that the people receive. If the people comprising a nation are properly educated, they will not only contribute to their maximum capability for welfare of the nation but will also safeguard the democratic ideals which we so clearly cherish in a world based on science and technology. It is education that determine the level of prosperity, welfare and security of the people on the quality and number of persons coming out of our schools and colleges will depends our success in the great enterprise of national reconstruction where principle objective is to raise the standard of living of our people.

Thus, provision of a sound educational programme is sinequa non for the progress of a nation. The teacher is the single most important factor for the success of an educational programme. The schools may have excellent buildings, well designed curricula, good teaching aids but if the teachers are not efficient, the educational programme can never be successful '*Ryan*' (1969) has rightly pointed out – “good teachers may have the way for an enlightened and productive society, poor teaching contrary wise would seem to be a significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding and intellectual and cultural stagnation”.

According to *Deva* (1966) teacher is the most important factor for the success of an educational programme. The risk in entrusting education to unsuitable persons may not be as readily apparent as when, say unskill

engineers are employed for constructing dams and quacks to take care of the ailing, but the risk is in fact more real and perhaps in-calculable.

The need for effective teachers has always been emphasized for preparing future citizens for facing the changing society. The quality, competence and character of teachers are significant factors in influencing the quality of education which is a vital force for national development. In the words of Education Commission (1964-66) “Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession. Providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective”. Again, the report of the Education Commission (1964-66) start its first chapter with the sentence “The destiny of India is now being shaped in her classroom”, this indicates how important the school along with the teaching personnel are to the progress and development of the nation. An ideal teacher-preparation for education is vitally important aspect of the national development and educational progress of any system of education depends much upon the types of teachers at all levels of development. Thus, welfare and prosperity of a nation depends upon the educational programme which provides to its future citizen and in turn success of the educational programme will mainly teachers depends upon their intellectual and personal qualities and their teaching efficiency.

In teaching you can't see the fruit of a day's work. It is invisible and remains so, may be for 20 years ≈ Jacques Barzun.

- Teaching is the profession that teaches all the other professions  
≈ Author unknown.
- Good teachers are costly, but bad teachers cost more ≈ Bob Talbert.

## **1.1 TEACHER AND HIS JOB**

The teacher work is that of a creator. He creates interest motive and purpose in prospective teachings. He recreates his own mental states and his own moral image in the mind and heart of the child. The communication of knowledge, the forming of character can have no other meaning than this. The teacher at work arouses and uses the pupils mind to form in it a concept, a truth, or an ideal which is in the mind of the teacher. The teachers are those who help students in school, they should use different ways to teach the students also they know what teaching method should be use after considering students background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. The teacher should also be able to deal with students with different abilities and should also be able to deal with learning disabilities. Through out the ages, teaching has been acknowledged all over the world as the noblest of profession and the society is indebted immensely to the teachers for the responsibility that they carry in shaping destiny of the nation through education of young minds. The society should pay him due respects and show awareness of his great role. In short the following factors will have to be considered in reviewing the position of teachers in this country today.

- (1) Academic and professional attainments.
- (2) Recruitment and selection.
- (3) Emoluments.
- (4) Conditions of work.
- (5) Civic freedom and
- (6) Degree of public recognition.

### **1.1.1 NATURE OF THE TEACHER'S WORK**

Teachers play an important role in fostering the intellectual and social development of children during their formative years. The education that teachers impart plays a key role in determining the future prospects of their students,. whether in preschools or high schools or in private or public schools, teachers provide the tools and the environment for their students to develop into responsible adults.

Preschool, kindergarten, and elementary school teachers play a vital role in the development of children. Whatever children learn and experience during their early years can shape their views for future. At elementary stage teachers introduce children to mathematics, language, science, and social studies, they use games, music, artwork, films, books, computers, and other tools to teach basic skills. At elementary stage, school teachers instruct one class of children in several subjects. In some schools, two or more teachers work as a team and are jointly responsible for a group of students in at least one subject. In other schools, a teacher may teach one special subject-usually music, art, reading, science, arithmetic, or physical education-to a number of classes. A small but growing number of teachers instruct multilevel classrooms, with students at several different learning levels. Middle school teachers and secondary school teachers help students delve more deeply into subjects introduced in elementary school and expose them to more information about the world. Middle and secondary school teachers specialize in a specific subject, such as English, Spanish, Mathematics, History, or Biology.

In U.K. the most significant difference between primary and secondary is the relationship between teachers and children. In primary schools each class has a teacher who stays with them for most of the week



and will teach them the whole curriculum. In secondary schools they will be taught by different subject specialists. The relationship between children and their teachers tends to be closer in the primary school where they act as form tutor, specialist teacher and surrogate parent during the course of the day. This is true throughout most of the United States as well. However, alternative approaches for primary education do exist. One of these, sometimes referred to as a “platoon” system, involves placing a group of students together in one class that moves from one specialist to another for every subject. The advantage here is that students learn from teachers who specialize in one subject and who tend to be more knowledgeable in that one area than a teacher who teaches many subject. Students still derive a strong sense of security by staying with the same group of peers for all classes.

Teachers often work with students from varied ethnic, racial, and religious backgrounds. With growing minority populations in most parts of the country, it is important for teachers to work effectively with a diverse student population. Accordingly, some schools offer training to help teachers enhance their awareness and understanding of different cultures. Teachers may also include multicultural programming in their lesson plans, to address the needs of all students, regardless of their cultural background.

### **1.1.2 WORK ENVIRONMENT**

Seeing students develop new skills and gain an appreciation of knowledge and learning can be very rewarding. However, teaching may be frustrating when one is dealing with unmotivated or disrespectful students. Occasionally, teachers must cope with unruly behavior and violence in the schools. Teachers may experience stress in dealing with large classes, heavy workloads, or old schools that are run down and lack many modern

amenities. Accountability standards also may increase stress levels, with teachers expected to produce students who are able to exhibit satisfactory performance on standardized tests in core subject. Many teachers, particularly in public schools, are also frustrated by the lack of control they have over what they are required to teach.

Teachers in private schools generally enjoy smaller class sizes and more control over establishing the curriculum and setting standards for performance and discipline. Their students also tend to be more motivated, since private schools can be selective in their admissions processes.

In addition to above factors teacher should be knowledgeable about the subjects they teach, teachers must have the ability to communicate, inspire trust and confidence and motivate student as well as understand the students educational and, emotional needs. Teachers must be able to recognize and respond to individual and cultural differences in students and employ different teaching methods that will result in higher student achievement. They should be organized, dependable, patient, and creative. Teachers also must be able to work cooperatively and communicate effectively with other teachers, support staff, parents, and members of the community.

According to *V.V. Giri* “teachers are the real architects of the nation for it is they who provide the mould so to say in which the nation’s character is cast. It is they who by their characters and conduct, leave an indelible impression on the students of today who are the citizens of tomorrow”.

The role of the teacher in our modern education system is indeed a complex and important one. No longer can the teacher become successful by simply knowing his subject well and by directing the learning process and decision making of students equally well. Today it seems imperative that the

teacher must also function effectively and be evaluated by his peers and by the public as an individual in a school and in a community.

In the words of '*Kierkegaard Soeren*' "To be a teacher in the right sense is to be a learner, instruction begins when you, the teacher learns from the learner. Put yourself in his place so that you may understand what he understands and in the way he understands it". The teacher is another vital component of school administration, by guiding students in the development of high ideals and true appreciation of the free and responsibilities of Indian Citizens and by assisting them to develop the skill of clear and critical thinking . Teachers contribute significantly to the character of adults who will determine India's future. '*Charles William Eliot*' has remarked "when a teacher teaches a child to read, his primary aim is not to enable it to decipher a way bill or receipt but to kindle its imagination, enlarge its vision and open for it the avenues of knowledge". '*The Mudaliar* report stated' – " we are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community". The *Secondary Education Commission* (1952-53) points out – "Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and right kind of teacher". A teacher should know more than he teaches and if he knows more than he teaches, he will teach more than he knows. A good teacher has 3 rules of teaching. He talks realistically, he convinces students that he is genuinely interested in them and he makes it clear that he will break their blooming necks if they don't work.

### **1.1.3 QUALITIES OF TEACHER**

There is a solid core of qualities which should be required for every teacher. First, the teacher's personality, physical and mental status should be neither repellent nor neutral but positively attractive. This does not necessarily exclude all people who are physically plain or ugly. But it does exclude people whose appearance, manner or attitude of mind frighten, chill or overawe others. The easily excitable, over and under emotional, selfish and erratic types should certainly be kept out of the classroom. Second, the teacher should be one who can attune his mind and feeling to those of others. This is important with very young children that teacher should always be ready for sympathetic attitude. The teacher's personality should be dynamic, [Dynamic implies here that it should be adventurous]. Teachers should be above average in intelligence and mental vision, he should keep his mind alive, open to new ideas. He must be adaptable, quick to take advantage of a favourable situation, and even more important, adroit at turning an unfavourable one to his or rather to his pupils' advantage. Every teacher should be a scholar; by this, it does not mean that every teacher should be an academic scholar, here scholar means his knowledge and skill in his chosen field which should constantly be refreshed, increased, and enriched.

A teacher's business is, in the last analysis, to guide his pupils towards spiritual values; to teach them how to recognise such values, how to assess them, to respect them, for this every teacher must have a convinced philosophy of life, and rule the conduct of his life by it.

The *Commission on Teacher Education* (1938-43) appointed by American Council on Education carried out an elaborate study of the qualities needed by teachers for the modern school. On the basis of this study a successful teacher possessed the following qualities.

- (a) Respect for personality
- (b) Community mindedness
- (c) Rational behaviour
- (d) Skill in cooperation
- (e) Increasing knowledge
- (f) Friendliness with children
- (g) Skill in meditating knowledge
- (h) Understanding Children
- (i) Social understanding and behaviour
- (j) Good citizenship in the school
- (k) Skill in evaluation.
- (l) Faith in the worth of teaching.

According to *Dr. K. Kumara Swamy*, the points are kept in mind to be a good teacher :

1. The teacher is well read and his/her knowledge goes beyond the subject area.
2. He/She enjoys teaching and has genuine interest in her studies.
3. He/She possesses communication skills and speaks clearly.
4. He/She has the ability to motivate students and extend students goal.
5. He/She has the ability to boost students self-esteem.
6. He/She has the capacity to know whether the students understand what transpires in the class room.
7. He/She is well informed about the progress of class.
8. He/She quickly grasps what a student is asking or stating.

9. He/She trains the students in the ways of solving problems rather than providing solutions.
10. He/She uses technology of education and technology in education for participatory and active learning.
11. He/She is always interested in his/her self-assessment for personal growth and development .
12. He/She has an interest in students of all levels from slow learners to gifted.
13. He/She is always keen to update his/her knowledge in the subject and improve the teaching method.
14. He/She provides opportunities to the students to develop their cognitive, affective and psychomotor domains.
15. He/She helps the student to adopt to the knowledge society.
16. He/She helps the students to understand the place of moral values in life through values based instruction.
17. He/She is committed to community development and in ready to share her expertise with the community.

*Beishuizen, J.J. Hof. E. Vanp.* (2001) Examined what students think about good teacher. 198 students of 4 age group, 7, 10, 13, 16 (yrs. Old) and teachers from primary and secondary schools were asked to write an essay on the good teacher. The analysis revealed 2 dimensions. First reflected the preference of students and teachers for describing the good teacher in terms of either personality or ability characteristics. The second dimension was interpreted as an orientation towards either attachment from or commitment to school and teacher. Primary school students described good teachers primarily as competent instructor focusing on transfer of knowledge and

skills. Whereas secondary school students emphasized relational aspects of good teachers. Teacher, however, considered good teachers a matter of establishing personal relationship with their students.

#### **1.1.4 TEACHER AS A SOCIAL BEING**

Important teacher tasks according to *John Egglston* as under heading of :

**(A) Being a teacher :**

- (1) Earning and keeping professional status
- (2) Learning the context in which one works and being sensitive to it.
- (3) Becoming not only a competent teacher but also a curriculum expert, manager assessor and guardian of opportunity.

**(B) Issues of Social class gender and Race :**

- (1) Trying to ensure that one discovers the capabilities of all children.
- (2) Taking care that one's judgments are not influenced by negative expectations about social class, gender or race.
- (3) Remembering that differences established or reinforced in school may determine almost all aspects of a child's future and collectively play a large part in determining future social structure.

**(C) Children's responses to teachers :**

- (1) Being sensitive to how children are reacting to their teaching. The content, the presentation. Are they showing

signs of boredom or excitement, or that the demands on them are too difficult or too easy?

- (2) The teacher should understand what their pupils think and feel, how they influence the work of the classroom and how their perspective can enhance the role of teacher.

**(D) Teacher as assessor :**

- (1) Evaluating the results of teaching after a lesson, a project, a course unit, a school term or any coherent section of work.
- (2) Enabling children to assess their own progress to sharpen their sense of achievement.
- (3) Diagnosing learning difficulties and creating opportunities for development through modification of curriculum and methodology. Here the teacher is acting as an applied researcher.
- (4) Being accountable, reporting achievement of the children to parents, also using to negotiate with in the school and within the local management structure to influence decisions about resourcing, staffing and facilities so that they may be more keenly attuned to the learning needs of the classroom.

**(E) Teaching about work :**

In this point the vital component of the teacher's role is preparing young people for employment. This task is strongly emphasized in the National Curriculum in *England* and *Wales*. The teaching of all subjects to all pupils between the ages of 5 and 16



should include making sure that children know about work and particular, the nature of enterprise.

- (1) Understanding the significance of employment and unemployment in modern societies.
- (2) Being aware of the changing nature of work with its concepts of enterprise, economic considerations and financial management.
- (3) Ensuring that all children are helped to identify adult work that will ensure the fullest and most satisfying use of their capability and are helped and motivated to achieve it.

**(F) Teacher as a Manager :**

Schools are now, more than ever, being run as business, Each teacher is an important manager in a team that is generating a product, helping to market it and jointly responsible for the success and failure of the enterprise, under this the tasks of teacher are :

- (1) Playing a full role as a member of the school management team, delivering a sound education for all pupils , presenting it honestly and effectively to parents and community and sharing responsibility for the outcomes.
- (2) Sharing in decision - making and implementation of whole school policies on curriculum, assessment, equality of opportunity, guidance and community relationships.
- (3) Managing the class-room effectively, with sensitivity and perception so that the needs of all children are taken

into account and injustice, favouritism and victimization do not occur.

- (4) Participating in the running of school in service training to enhance managerial and other teacher capabilities.

*Ivanka Nikolaeva Shivacheva – Pineda(2005)* studied the teachers work in Bulgaria and the contradictions that predetermine it and found that the Bulgarian teachers work and strive to implement their professional functions and obligations according to their abilities. Many of them have managed to develop professional skills, corresponding to the modern educational realities. However, their efforts often remain fruitless. The educational results of their work are getting lower. This fact has been reported not only in Bulgaria but also from the international institutions and observers. Logical outcome of such situation can be sought in

- 1) creation of active mechanism, providing regulation and sanction of student's behaviour.
- 2) Engaging of the whole public, not formally, but really and responsibly with the education and socialization of the children and young people in support of the family, school, education and the democratic values.

#### **1.1.5 NEW ROLES**

The changes in teacher's roles have frequently come about as a result of redistributing responsibility for Curriculum, assessment and policy making. If teachers are to become active in redesigning the curriculum, experimenting with new strategies for assessment, or developing the school budget, their roles must change. In some cases, their jobs are simply enlarged; they assume these new responsibility after school and during vacations. In other, the entire configuration of the job is changed and

teachers assume positions as bad or mentor teachers. They are granted time to develop curriculum or to assess their peers, and in some cases, they form management boards to replace principals and run their schools. However, evidence suggests that teachers are willing to work cooperatively with principals who share responsibility with them. Teachers' primary interest is centered on the classroom and they rarely wish to assume full responsibility for managing their schools. *Fullan and Stiegelbauer* (1991) and others have found that collaborative schools, in which teachers exercise meaningful leadership, typically depend on principals to establish and sustain them. Teacher's work was first published in 1992 by the Department of Education and Children's Services (Govt. of South Australia). It has been amended to account for a number of changes that have occurred since then. Purpose of the teacher's work is to prepare to present a clear and detailed description of the work which teachers in the Department of Education, Training and Employment of South Australia are expected to perform. It complements the document, the role and responsibilities of the teachers. In so doing, this statement aims to support a wide range of performance management practices in schools and centres. Fundamentally, a teacher's task is to facilitate students' learning. Teachers are professional educators who have a repertoire of curriculum and leadership skills. Teachers work collaboratively with colleagues, parents and department personnel to facilitate learning by children and students and engage in educational reform.

The core areas or dimensions of teacher's work are stated by the Department of Education (Govt. of South Australia, Nov. 2001) which has been taken here in short by the investigator as under the heading of –

## **LEARNERS' NEEDS**

The teacher should respond to the needs, rights and contributions of all learners and take into account their gender, abilities and geographical, cultural, linguistic and socio-economic backgrounds in order to promote equality of educational opportunity.

<b>Criteria</b>	<b>Indicators</b>
<b>The teacher.....</b>	<b>The teacher.....</b>
<b>Ensures equitable opportunities for learners to participate in and access the learning process</b>	<ul style="list-style-type: none"> <li>• enables all learners to have equitable access to teacher time and attention, and use of learning materials and equipment</li> <li>• designs learning activities in accordance with the preferred learning styles of the learners.</li> </ul>
<b>Strives to ensure learning outcomes are achieved</b>	<ul style="list-style-type: none"> <li>• effectively manages resources, including teacher time and attention, to support learning.</li> <li>• negotiates tasks and processes with learners</li> <li>• monitors the progress of learners and provides appropriate support.</li> </ul>
<b>Takes action to eliminate discrimination and challenge harassment between and among learners</b>	<ul style="list-style-type: none"> <li>• employs strategies and techniques to prevent or stop behaviour which intimidates or denigrates a learner on the grounds of gender, race, culture, physiology, socio-economic background or ability.</li> <li>• Models appropriate behaviour/language</li> <li>• Provides opportunities for learners to develop and practice appropriate anti-harassment practices.</li> </ul>

## BEHAVIOUR MANAGEMENT

The teacher should employ behaviour management strategies which ensure a safe, orderly and success-oriented learning environment.

<b>Criteria</b> <b>The teacher.....</b>	<b>Indicators</b> <b>The teacher.....</b>
<b>accepts responsibility for learner behaviour management and employs strategies which ensure a safe, orderly and success-oriented learning environment</b>	<ul style="list-style-type: none"> <li>• develops an appropriate behaviour management plan outlining expectations and consequences consistent with department and school/center policy.</li> <li>• communicates with parents/caregivers about matters pertaining to behaviour management.</li> <li>• encourages and supports learners displaying positive behaviour.</li> </ul>
<b>consistently maintains behavioural expectations</b>	<ul style="list-style-type: none"> <li>• continually monitors the behaviour of learners</li> <li>• takes prompt action to prevent or minimize inappropriate behaviour.</li> <li>• models effective and acceptable behaviour</li> <li>• publishes and displays agreed behaviour expectations and consequences</li> </ul>
<b>uses a range of strategies to deal with inappropriate behaviour</b>	<ul style="list-style-type: none"> <li>• applies consequences promptly, fairly and consistently to learners behaving inappropriately, that are consistent with site and department policy.</li> <li>• delivers consequences in a calm but firm manner</li> <li>• maintains self-control</li> <li>• follows through with appropriate consequences</li> <li>• documents behavioural issues when necessary</li> </ul>

## RELATIONSHIPS FOR LEARNING

The teacher should develop and maintain working relationships which support a cooperative, collaborative and congenial learning climate and foster links with the home and community.

<b>Criteria</b>	<b>Indicators</b>
<b>The teacher.....</b>	<b>The teacher.....</b>
<b>develops positive relationships with learners</b>	<ul style="list-style-type: none"> <li>• displays patience and empathy</li> <li>• avoids destructive criticism, and embarrassing or demeaning comments</li> <li>• encourages learners in their endeavours</li> <li>• provides positive feedback to learners</li> </ul>
<b>communicates and interacts effectively with parents/caregivers/community and provides information, support and encouragement</b>	<ul style="list-style-type: none"> <li>• interacts with parents/caregivers in a respectful and welcoming manner</li> <li>• responds to advice, concerns and requests from parents/caregivers promptly and appropriately</li> </ul>
<b>Sustains positive working relationships with Colleagues/ parents/caregivers/community</b>	<ul style="list-style-type: none"> <li>• displays courtesy and respect for other members of staff and parents/caregivers.</li> <li>• Demonstrates flexibility in adjusting the teaching program to incorporate school/centre activities.</li> <li>• Is punctual in attending required meeting.</li> <li>• Works collaboratively and supports colleagues in their work and learning.</li> <li>• Actively participates in professional discussions.</li> </ul>

## PROFESSIONAL RESPONSIBILITIES

The teacher should actively carry out the non-instructional responsibilities which are part of the teacher's role.

<b>Criteria</b>	<b>Indicators</b>
<b>The teacher.....</b>	<b>The teacher.....</b>
<b>contributes to the total school/center program</b>	<ul style="list-style-type: none"> <li>• works with colleagues in the preparation, implementation and review of school/center policies, programs and practices, including the framework for Quality Improvement and accountability</li> <li>• participates positively in school/center meetings and decision-making activities</li> <li>• completes administrative tasks accurately and on time</li> </ul>
<b>contributes to the development and maintenance of a healthy, safe and supportive environment for learners and staff</b>	<ul style="list-style-type: none"> <li>• takes action to prevent or stop inappropriate behaviour by learners while at the school/center during school/center hours</li> <li>• appropriately assists learners/staff who are hurt, sick or in distress or where health support actions have been negotiated</li> </ul>
<b>strives to improve skills, knowledge and performance through professional development</b>	<ul style="list-style-type: none"> <li>• participates in a performance management process</li> <li>• reviews his/her own performance</li> <li>• keeps up with new developments</li> <li>• incorporates new policies/practices into their teaching/learning programs</li> </ul>

## **CURRICULUM ACCOUNTABILITY**

### **PROGRAMMING AND PLANNING**

The teacher should provide a balanced and challenging program relevant to the needs of learners and consistent with the ideals and aims of public schooling in South Australia.

<b>Criteria</b>	<b>Indicators</b>
<b>The teacher.....</b>	<b>The teacher.....</b>
<b>structures the program in a manner which facilitates learning</b>	<ul style="list-style-type: none"><li>• ensures that the selection and sequencing of objectives and content takes into account prior learning and the mandated curriculum frameworks</li><li>• designs learning activities to enable the achievement of the identified outcomes</li><li>• develops strategies to resolve potentially difficult aspects of learning</li></ul>
<b>incorporates the use of information and communication technologies in the learning program</b>	<ul style="list-style-type: none"><li>• articulates how information and communication technologies (ICTs) can enhance learning</li><li>• provides learners with opportunities to integrate ICTs into their learning</li></ul>
<b>regularly monitors reviews and responds to the effectiveness of the learning program</b>	<ul style="list-style-type: none"><li>• reviews all aspects of the planned program and modifies them accordingly</li><li>• plans future learning on the basis of learner achievement records</li><li>• enables learners to reflect on and contribute to a review of the learning program</li></ul>



# CURRICULUM ACCOUNTABILITY

## ASSESSMENT AND REPORTING

The teacher should assess, record and report learner achievement to encourage and assist learning.

<b>Criteria</b>	<b>Indicators</b>
<b>The teacher.....</b>	<b>The teacher.....</b>
<b>systematically and comprehensively assesses the achievement of learners</b>	<ul style="list-style-type: none"> <li>• uses learner achievement information as a basis for teaching and learning programs</li> <li>• negotiates assessment strategies and procedures with learners</li> <li>• assesses learners' work promptly</li> </ul>
<b>collects and maintains accurate and comprehensive records of the achievement of learners</b>	<ul style="list-style-type: none"> <li>• compiles learner records, consistent with the learning activities and the level of schooling/preschooling</li> <li>• conveys clear and relevant learner achievement information to other teaching staff/schools/centers through learner records</li> </ul>
<b>provides learners with meaningful feedback</b>	<ul style="list-style-type: none"> <li>• communicates information to learners of progress, strength, growth &amp; areas for improvement</li> <li>• respects the right of learners to privacy when providing feedback</li> </ul>
<b>Provides parents/caregivers with meaningful reports on learner assessments</b>	<ul style="list-style-type: none"> <li>• provides parents/caregivers with descriptive, accurate and understandable information about their child's achievement</li> <li>• prepares learner reports and conducts parent/caregiver interviews in accordance with site policy</li> </ul>

## TEACHING METHODOLOGY

The teacher should apply curriculum knowledge and teaching methods which facilitate successful learning.

<b>Criteria</b> <b>The teacher.....</b>	<b>Indicators</b> <b>The teacher.....</b>
<b>has sound and up-to-date knowledge of the curriculum areas which he/she teaches</b>	<ul style="list-style-type: none"> <li>• provides a quality planned learning program that is responsive to the learning needs of individual learners.</li> <li>• responds to learners' questions</li> <li>• provides feedback to learners</li> </ul>
<b>encourages all learners to strive to achieve their personal best</b>	<ul style="list-style-type: none"> <li>• promotes learner self-evaluation, reflection and goal setting</li> <li>• fosters confidence in and enthusiasm for learning</li> </ul>
<b>organizes teaching programs in a manner which helps learners to understand</b>	<ul style="list-style-type: none"> <li>• links learning intentions to learner's prior learning experiences.</li> <li>• Presents key concepts and provides opportunities to acquire skills in a developmental sequence.</li> </ul>
<b>uses a range of effective teaching methodologies to facilitate learning</b>	<ul style="list-style-type: none"> <li>• uses a variety of inclusive teaching methods to cater for a range of learning styles</li> <li>• explicitly teaches concepts and processes to support learners in acquiring skills</li> <li>• incorporates a range of technologies to support learning</li> </ul>
<b>fosters independent learning</b>	<ul style="list-style-type: none"> <li>• encourages learners to pose questions, develop hypotheses and plans, gather and analyse information, formulate conclusions and reflect on outcomes</li> <li>• formulate conclusions and reflect on outcomes encourages &amp; support learners to develop decision making skills.</li> </ul>

## 1.2 **FACTORS ASSOCIATED WITH SUCCESSFUL JOB PERFORMANCE**

Teachers performance is the most crucial input in the field of education in general and higher education in particular. The ultimate effect of education is the product of effective teaching. For effective teaching besides knowledge and skills, teachers should have inclination towards their profession and they should have job-satisfaction. Job satisfaction refers to the satisfaction of a worker in his work. A limited amount of research has focused the classroom performance of teachers. It is among the most important issues in education sector. *Van de Ven and Ferry* (1980, p. 82) studied job performance as a value judgment that reflects the criteria used to judge how well people or organizations achieve their operating objectives. *French Kassar, and Rosenzweig* (1985) identified three basic variables that affect performance as ability, effort and opportunity. These variables are in turn dependent on several factors. For example, effort is a function of needs, goals, expectations and rewards. Thus, if opportunity and ability are held constant then performance will depend on effort in that lack of clarity concerning, say, needs expectations and goals may lead to low performance.

Job performance is defined as worker's effective execution of tasks or job and useful contribution to the social work environment (*Abramis* 1994). A diverse spectrum of factors may affect the performance. But, what are exactly ones need attention? We are not alone. This is a common concern by all organizations in various sectors. Much research efforts has been put in search of the clues. Job satisfaction–performance linkage researchers have had difficulty determining the relationship between job satisfaction and performance from the 1930's to the mid –1950s, the view on the job

satisfaction – performance relationship can be summarized in the statement “a happy worker is a productive worker” . As a result of the Hawthorne studies, managers generalized that if their employees were satisfied with their jobs, that satisfaction would be translated into high productivity (*Robbins & Coulter 1999 Aidong Zhang*). However, by the mid 1950s , a number of studies between job satisfaction and performance researchers have started to assume an alternative view – performance leads to job satisfaction. If employees do a good job, they intrinsically feel good about it. Some researches have suggested that the reason for the apparently uncertain relationship between job satisfaction and performance is that other variables intervene of which rewards are the most prominent whether job satisfaction is going to be improved depends on whether the rewards match the expectations, needs and desires of the employees commitment has been a subject of interest for some time. The past decades have seen a broadening of the domain within which commitment is studied. Some suggested that there are different foci of commitment. Individuals can feel committed to the organization, top management supervisors, or the work group.

*Kuhn, David G. Slocum. John W. (1971) (Florida State University)*  
Research were based on – Does Job performance affect Employee Satisfaction?

The satisfaction of security and social needs are more closely associated with job – performance than the satisfaction of job autonomy and self actualization. Data were obtained using the portion need satisfaction questionnaire distributed to 134 non-supervisory personnel in the Pennsylvania steel mine. Results suggest that the relationship between “Extrinsic rewards and job performance is strengthened by incentive pay.”

*Aidong Zhang* (Singapore) found out in his study i.e. Teachers performance and its attitudinal antecedents that “higher level of organizational commitment would lead to better performance”. Teachers who are committed demonstrate a strong acceptance of the schools values, tasks and working manner. Teachers who firmly believe in these values are likely to manifest them in the performance. They keep these values in mind when preparing lesson plans, when giving students projects, when thinking of examination questions. These teachers are also more conscious of their conduct and work attitudes, as they want to set good examples for their students.

*Fr. Jose Joseph* (2004) conducted a study to determine the level of teacher’s job satisfaction and performance as perceived by the teacher that need to be improved. Study included the sample of 120 teachers from 10 private schools. The results of the study showed high satisfaction and better performance among teachers. The teachers found a high correlation of Administrative Style (relationship) of the administrators, supportive coworkers, work load and overall working conditions with teacher’s performance and job-satisfaction. They also found a high relationship of Motivation, Attitude towards work and overall job satisfaction with performance.

The general consensus suggests that there are problems encountered by trained teachers as they settle into classroom teaching and that there is no ample evidence of pedagogical skills. *Lortie* (1975), has shown that on entering a training programme, student teachers already think that they know what they need, in order to teach effectively. This observation may be even more significant in countries where teachers receive training only after they already have teaching experience. Previous experience has been considered

a factor affecting the transfer of pedagogy, acquired during training, to classroom practice. *Beyer* (1984) cited the existing school culture as another powerful factor affecting teacher performance and the demonstration of pedagogical skills. Few studies have focused specifically on a comparison of trained and untrained teachers. *Shim* (1965), *Popham* (1971) found no significant differences in the classroom performance of trained and untrained teachers. *Forgarty, Wang and Creck* (1983) found significant differences in their study of eight teachers, and the 1990 *Clarridge* study revealed differences among six teachers. *Grossman and Stodolysky* (1995) found that teachers from different fields showed differences with regard to their conceptions of subject matter and instructional beliefs. *Milred Jones* (1997) studied sixty nine trained and untrained secondary school teachers in Barbados during classroom teaching. Results indicated that there were no significant differences in the total performance scores of trained and untrained teachers irrespective of the subject taught (English or science). Further investigation into their performance on specific indicators of effective and ineffective teaching revealed small differences between the two groups in their treatment of instructional organization and development, and presentation of subject matter. The results have implications for teacher education, as well as for school supervision.

### **1.3 JOB SATISFACTION AS A DETERMINANT OF EFFECTIVE TEACHING :**

Job Satisfaction is an affective reaction to an individual's work situation. It can be defined as an overall feeling about one's job or career or in terms of specific facets of the job or Career ( e.g. Compensation, autonomy, co-workers) and it can be related to specific outcomes, such as productivity with teachers, satisfaction with their career may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best work in the classroom *Ashton and webb*, (1986). In addition, highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life (*Choy et al*, 1993 ). These actions disrupt the school environment result in the shift of valuable educational resources away from actual instruction towards costly staff replacement efforts.

Recent studies carried out in a number of countries have drawn attention to the degree of job satisfaction among teachers and have shown that teacher's work "intensification" (*Hargreaves*, 1994) mirrors societal trends toward overwork (*Naylor*, 2001) imposed and centralized system accountability, lack of professional autonomy, constant media criticism, reduced resources, and moderate pay all relate to low to teacher satisfaction in many developed countries around the world (e.g. *Dinham and Scott*, 1998b, 2001; *Scott et.al*, 2001; *VanDenBarg*, 2002 and *Vandenberghe*). The effects of these trends include declining job satisfaction, reduced ability

to meet students needs, significant incidences of psychological disorders leading to increased absenteeism, and high levels of claims for stress-related disability (*Farber, 1991; Troman and woods, 2000*). Most importantly, though, teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries (*Huberman, 1993, woods et.al, 1997*). Thus, research into teacher satisfaction is becoming more important, not only to the growing number of teachers leave the profession but also that dissatisfaction is associated with decreased productivity (*Tshannen – Moran et.al 1998*).

News reports suggests that teachers are experiencing a higher level of job satisfaction than in the past, with teaching staff enjoying their work more significantly more at present than when compared to 1999. Figures published in the Industrial Relations Journal reveals that teachers now rank 11<sup>th</sup> in a league table of job satisfaction, up from 54<sup>th</sup> in 1999. This is indicative of a definite positive shift, reflecting a wider level of contentment among educators in general. (2007) (News by job sector).

### **1.3.1 TEACHER'S JOB SATISFACTION**

In terms of definitions there is no generally agreed upon definition of teacher job satisfaction or of what constitutes teacher satisfaction although there might be some international trends such as, the notion that teachers are most satisfied by matters intrinsic to the role of teaching : student achievement, helping students, positive relationships with students and others, self growth and so on (*Dinham and Scott, 2002, Van den Berg, 2002*). Job satisfaction is as hard to define as 'satisfaction' perse. This is because the very concept of satisfaction is highly subjective. Similarly, the phenomenon of 'Job Satisfaction' varies from subject to subject, individual



to individual. Job satisfaction being an emotive-variable, has been defined in various ways .

*Portar, Lawler and Hackman* (1975) define Job satisfaction as a feeling about a job that “is determined by the difference between all those things a person feels he should receive from his job and all those things he actually does received”.

Basically, job satisfaction is about liking your job and finding fulfillment in what you do it combines an individuals feelings and emotions about their and how their jobs affects their personal levels. But it is only psychological expression. Our concern is job satisfaction from administrative S.E.S. and organizational context.

Paul Sectors (1985) define job satisfaction as a cluster of evaluative feeling about the job. He identified 9 facts of J.S.

1. Pay-amount & fairness or equity of salary.
2. Promotion-opportunities and fairness of promotion.
3. Supervision-fairness and competence at managerial tasks by ones Supervisor.
4. Benefits – Insurance, vacation and fringe benefits .
5. Contingent procedures – Sense of respect, recognition and appreciation.
6. Operating procedures policies, procedures, rules perceived red tape.
7. Co-workers – Perceived competence and pleasantness of ones Colleagues.
8. Nature of work- enjoyment of the actual tasks themselves.
9. Communication sharing information with the organization.

(Shamima Tasneem 2006)

'Porter and Lawler' are of the opinion, satisfaction is the extent to which rewards actually received meet or exceed the perceived equitable level of rewards. The greater the failure of actual rewards to meet or exceed perceived equitable rewards the more dissatisfied a person is considered to be in a given situation.

**Hoppock** in his definition states Job satisfaction depends upon the extent to which the job that we hold meets the need that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want. The degree of satisfaction always remains less than what we expect it to be. It never reaches the cent percent must which endorses the principle; the more we have, the more we want.

The maintenance of high staff satisfaction and morale has long been an important objective for educators. However, recent reports in educational journals and in the popular press about teacher stress and burnout indicates that employee satisfaction and morale merit increased attention. Job satisfaction is defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (*Lock, 1976; 1300*).

The most widely used conceptualization of job-satisfaction is '*Herzberg*' (1966) 'Two factor theory' which suggests that satisfaction and dissatisfaction are best conceived not as opposite ends of a single continuums, but as two distinct continua. Those factors which give rise to job satisfaction he called 'satisfiers' (Motivators) these are intrinsic to the job. He listed them as achievement, recognition, work itself, responsibility, advancement and possibility of growth 'Hygiene factors cause dissatisfaction but they can't of themselves bring about satisfaction; they derive from the context with in which the work is done and he identified

them as company policy and administration supervision, interpersonal relationships, working conditions status , personal life, security and salary.

Although this conceptualization has been used by many subsequent writers in this field it has been subjected to considerable criticism on both methodological and conceptual grounds. *Dunnette Campbell and Hakelo (1967)*. Perhaps the most damaging are that it is an over simplification and that the continua are not as discrete as Herzberg maintained.

*Nias (1989)*, in her study of primary teachers' view of their work, uses *Herzberg's (1966)* theory to structure her discussion of primary teachers' job satisfaction and express reservations about the theory's explanatory power in relation to job dissatisfaction. *Nais's* primary teachers did indeed sum to derive most of their job satisfaction from aspects of the work itself but their sources of dissatisfaction were more complex and more varied than the theory suggests and some were intrinsic to the job.

*Tim Hill (1989)* found out after surveying 287 primary head teachers that most of their job satisfaction from interpersonal relationships, especially with the children and from their autonomy dissatisfaction resulted mainly from the amount of paperwork from the feeling of work overload and from the low status which they felt was accorded to their job many more heads expect to be still in the same post in 5 year time then wish to be, revealing a problem of maintaining job satisfaction in times of career.

A nationwide poll of teachers conducted by the National Educational Association (NEA) in 1980 ("Teacher opinion poll : job satisfaction" 1980) found that 35% of all public school teachers were dissatisfied with their current job. Two-fifth of the teachers said they would probably not become teachers if they had it to do all over again, one teacher in ten was planning to leave teaching as soon as possible and another two teachers in ten were

undecided about how long they would remain in teaching. These studies suggest a moderate trend in the direction of increasing dissatisfaction on the part of school employees – at least, on the part of teachers – although a majority of school personnel continue to express satisfaction with their work.

A study by *Xin Ma & Robert McMillan (1999)* on influence of workplace conditions on teachers job satisfaction found that female teachers were more satisfied with their professional role as a teacher than were their male counterparts. Teachers who stayed in the profession longer were less satisfied, work place conditions positively affected teacher satisfaction.

*Mark Schneider (2003)* in his study documents that how large group of Chicago and Washington DC, teachers are dissatisfied which effect their teacher effectiveness. Teachers are dissatisfied with the inadequacy or lack of science labs, music or art rooms. Physical education and recreational facilities, which considered essential to students well being and achievement, were rated as not very or not at all adequate. Teachers reported that their schools often proceeded little or not teacher workspace. When workspace was provided, about 1/5<sup>th</sup> of the teachers in both cities thought it was inadequate. More than one-quarter of Chicago teachers and about one-third of Washington teachers reported suffering health problems rooted in poor environmental conditions in their schools. These problems translated into reduced teachers effectiveness, with almost 20 percent of Chicago teachers and one-third of Washington teachers reported lost teaching time. School facilities have a direct affect on teaching and learning. Poor school conditions make it more difficult for teachers to deliver an adequate education, to their students, adversely affect teachers health and increase the likelihood that teachers will leave their school and the teaching profession.

School facilities are a critical part of the educational process. Their condition and upkeep must be addressed in the ongoing discourse about student achievement, teacher effectiveness, and accountability.

*M. Olalekan Arikewuyo (2004)* : The study provides empirical evidence for the management of stress by teachers of secondary school in Nigeria. A total of 3466 teachers drawn from secondary schools in Ogun state of Nigeria. Data was analysed using simple percentage and chisquare. The findings indicate that teachers frequently use the active behavioural and inactive (escape) strategies in managing stress. This is an indication that the average Nigerian teacher prefers to organize himself in such a way that his pedagogies duties will not be hampered by domestic chores. It also implies that, whenever the teacher is stressed he consoles himself with the fact that work is not everything and therefore feels less stressed. The active cognitive strategies are never used by the teachers. Their feeling is that nothing probably can be challenged in stressful situations. The teachers also express mixed feelings about the adoption of inactive behavioural strategies. While the majority of the teachers never engage in physical exercises or say, watch films in order to manage any stressful situation, they prefer to keep away from any situation that could cause stress, as well as end eavouring to separate themselves from people who cause stressful situations.

*Roy Franklin Morris (2003),* examined the relationships among school facility characteristics, student achievement, and job satisfaction levels among teachers. The purpose of the study was to determine if correlation existed between them. Specifically, 13 measures of the school facility such as presence of light, ventilation, noise etc. were compared to 10 measures of student behavior and it measures of teacher satisfaction. The population of the study was 164 teachers from 28 High Schools in central

and North Georgia. The data were correlated utilizing a series of Pearson Product moment Coefficients. Results shows, no significant correlations existed between the physical characteristic of the school and student achievement. Moderate Correlations existed between the quality of the physical environment, teacher satisfaction and student behavior. The most significant correlation was revealed between teacher satisfaction and student behavior with 18% of the variance in teacher satisfaction ratings attributable to student behavior. From these findings it may be concluded that relationships do exist between the physical characteristics of the school the level of teacher satisfaction and student behavior.

### **1.3.2 Teachers effectiveness :**

In the dictionary of Education, teacher efficiency has been defined as the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position'(Good 1959). The effectiveness of education is dependent on the effectiveness of its teachers. Most of the classroom teaching in India continue to be teacher dominated; hence we should pay greater attention to teaching learning process if the future generations are to be adequately prepared to face changing times. Effectiveness may be taken as one's hold on the circumstances and it is related to the power of influencing the environment. It is the accepted prevalence (dominance) of one's personality by his co-workers and subordinates. In the process of interaction, a person's enduring impressions left on others bear testimony to his effectiveness. "Effectiveness is the index of a successful life". An important educational concern is the identification of able and efficient teaching personnel. Attractive school buildings, well equipped laboratory and library, efficient

administrative staff, correct policies and progressive curriculum are not adequate, for the effectiveness of teachers is vital for the attainment of successful educational goal. Teachers effectiveness is a nebulous concept, as no universally acceptable formula can be given to define “an effective teacher” *Barr* explained teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational understanding. According to *combs*, an effective teacher is “a unique human being, who has learned to use his self effectively and efficiently for carrying out his own and society’s purpose.

If the teacher is satisfied with his job then he tries to continue it, job satisfaction leads towards effective teaching and automatically teachers effectiveness strengthens. But if teacher is dissatisfied then he would surely considering leaving teaching.

*K.V. Lavingia’s (1974)* made a study of Job satisfaction among school teachers main aims of the study are – to measure the degree of job satisfaction among teachers. Female teachers are more satisfied than male teacher. Main findings are primary teachers are more satisfied than secondary teachers. Female teachers are more satisfied than male teachers and job efficiency is positive correlated with job satisfaction.

*Reese, Sherley green (1985)* attempted to determine the relationship between urban secondary school physical education teachers job satisfaction and job stress. Data were collected from 85 urban secondary school in North Florida and South Georgia which shows negative relationship between urban Secondary School physical education teacher’s job satisfaction and job stress, male teachers tend to have a higher level of job stress than do their female counterparts. *Abdul Samad (1986)* studied organizational climate of Government high schools of Chandigarh and its

effect on job satisfaction of teachers Data for the study were collected from 175 teachers selected randomly from 18 Government high schools of Chandigarh. Results shows that teachers in more open climate school enjoyed job satisfaction than teachers of less open climate schools also, teachers in more open climate schools were more satisfied with respect to 'miscellaneous regarding personal characteristics than teachers in less open climate school. *Elder, Anne Shier (1989)* attempted to determine which school site factors, student related factors and teachers personal characteristics are related to the job satisfaction and dissatisfaction of urban classroom. Area of job satisfaction were identified greater satisfaction than dissatisfaction was indicated in Sub-areas supervision, colleagues responsibility, the work itself, security and parents. Greater dissatisfaction than satisfaction was reported in sub-areas working conditions pay advancement and recognition year round Calendar was the school site factor that related most to job satisfaction. Socioeconomic status and transiency rate were student factors that related most to job dissatisfaction. Gender, marital status, years of teaching experience and number of years at current school were teachers personal characteristic that related most to the job satisfaction. *Quaglia, Russ (1991)* studied the relationship of teacher satisfaction to perceptions of school organization, teacher empowerment, work conditions and community status. Survey from 477 teachers in 20 main communities reveal that teacher satisfied with their jobs had more positive attitude towards their students, feel more positively towards teachers efficacy, believed themselves to be more empowered and felt more often that their community supported teachers than did dissatisfied teachers.

*Billingslley et.al. (1992)* collected mail questionnaire data from 463 special education and 493 general education teachers n Virginia. They used



it to, identify variables that influence teachers job satisfaction and commitment and determine the extent to which these variables influence teacher's intent to stay in teaching. Results indicated that work related variables like-leadership support, role conflict, role of ambiguity and stress are better predictors of commitment and job satisfaction than are demographic variables. *Kleop Marion and Tarifa, Fatos (1994)* Obtained questionnaire data from teachers at 20 primary, secondary and vocational schools in Albania to investigate teacher's working conditions and their influence on job satisfactions. Results indicate that self reported job satisfaction and engagement in effective class-room practices is relatively high in Albanian teachers. Stepwise regression analysis reveal that the items measuring professional autonomy account for a considerable part of the variance in job satisfaction, while work efficiency is mainly predicted by items measuring social support and professional autonomy. *Saxena, jyotsna (1995)* made a study of teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession with the objectives to identify effective teachers and to find out relationship between teachers effectiveness and adjustment teachers effectiveness and job satisfaction, teachers effectiveness and professional attitude. The sample compressed of 545 teachers of Garhwal region. Collected data was analysed using correlation and 't' list findings of the study were that both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favourable attitude towards teaching; effective urban, government, female, older more experienced, untrained and science teachers had relatively better adjusted compared to rural, private, male, younger, less experienced, trained and arts teachers respectively, effective rural, younger and untrained teachers were relatively more satisfied with respect to their

jobs in comparison to urban, older and trained teachers, private, female, graduate arts and less experienced teachers had relatively more job satisfaction compared to Government, male, post graduate science and more experienced teachers, female younger, graduate and untrained teachers had relatively favourable attitude in comparison to male, older, post graduate and trained teachers.

Moriarty, Edmonds et.al. (2001) (Teaching young children; perceived satisfaction and stress). This paper explores how early year teachers feel about their work, responses to an open-ended questionnaire indicated that reception and year one teachers (N-359) found working with young children both satisfying and rewarding. However, they felt, they were being impeded by external factors, such as educational change and current curriculum initiatives, which caused them stress. More specifically, teachers expressed frustration in implementing policies that they felt were contrary to their own pedagogical understandings and professional values. It is concluded that teachers need to be more actively involved with consultation processes that affect their work.

*Dash, Debendra and Behera Narayan (2004)* made a study on teachers effectiveness in relation to their emotional intelligence. They found that teacher effectiveness was understood as that which helps development of basic skills, understanding, proper work habits, desirable attitude, value judgement and adequate personal adjustment of the students. Only effective teachers could materialize policies and plans of education in the classroom at the grass root level. The effectiveness of a teacher is considered to be associated with his personality and mental health. IN order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession.

*Gain Vittorio Caprare et.al.* (2006) Teacher's self efficacy beliefs were examined as determinants of their Job satisfaction and students academic achievement. Self report questionnaire were administered on teachers to self efficacy and Job satisfaction analysis corroborated a conceptual model in which teachers personal efficacy beliefs affected their Job satisfaction.

*Charles L. Geignir, Galen Crow* made a study to compare job satisfaction among women in computing and a more traditional female occupation elementary school teachers. Results shows general satisfaction among the women of both groups, 88% of the Information System professional and 97% of elementary teachers reported that they were either satisfied or very satisfied. The elementary school teachers were clearly more satisfied than were the Information System Profession. Elementary school reported that 89% were either satisfied or very satisfied , whereas only 69% of I.T. Professional reported such levels.

It is clear from the above discussion or studies that if teachers are satisfied with their job their teaching effectiveness automatically strengthen whereas dissatisfaction among teachers, causes ineffective teaching . In coming part we will study the factors which influence Job Satisfaction.

## **1.4 FACTORS INFLUENCING JOB SATISFACTION**

The job related behaviour, job satisfaction and job involvement play very important part in moulding behaviour in any organization. The development of the organization has its base upon these two job related attitudes. The employees hold two types of evaluations about various aspects of their work environment which may be either positive or negative. The terms such as central life, interest, work role involvement, occupational involvement and intrinsic motivation etc. are used to indicate job involvement. Job satisfaction is a general attitude which is the result of many specific attitudes. The amount of satisfaction that one derives from his present job is an indicator of his job satisfaction. Satisfaction is a psychological factor, which cannot be seen and cannot quantify, but its expression in human mind is understandable when an employee is satisfied with his assigned task and can discharge his action satisfactorily, it is called job satisfaction. Hoppock has brought the term 'job satisfaction to limelight. After reviewing 32 studies on job satisfaction prior to 1933, he said 'job satisfaction is "the combination of psychological, physiological and environmental circumstances that cause a person to truthfully say, "I am satisfied with my job". A comprehensive definition of job satisfaction is given by Locke is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". Job satisfaction is generally recognized in the organizational behavior field that it is the most important and frequently studies attitude. There are three dimensions of job satisfaction

- a) It is an emotional response to a job situation.
- b) It is often measured by how well outcomes meet or exceed expectations.

- c) It represents several related attitudes.

Job involvement refers to the degree to which a person is identified psychologically with his/her work and the importance of work in the total self image. Besides the situational variables, the past socialization processes experienced by the individual in specific socio-economic and cultural milieu influence his/her job involvement (*Reddy 1991*). Many Researches have tried to relate job involvement with job satisfaction.

The study by *Schvijhart and Smith 1972* found that a workers' involvement in his job is not dependent upon his job satisfaction while *Singh* and *Pastonjee* (1990) have observed that job satisfaction is affected by job involvement. Several researches have put stress on the role of personal variables in the development of job satisfaction. *Super* (1939) and *Diwedi and Pestonjee* (1975) found age to be curvilinearly and significantly related with job satisfaction. The study by *Singh* and *Ojha* (1989) reveals curvilinear relationship between job satisfaction and experience.

Dissatisfaction with one's job may have especially volatile spillover effects for instance people feel bad about many other things such as family life, leisure activities. Sometimes even life itself. Many unresolved personality problems and maladjustments arise out of a persons' inability to find satisfaction in his work. Both scientific study and casual observation provide ample evidence that job satisfaction is important for the psychological adjustment and happy living of an individual. When we deal with the phenomenon of job satisfaction (dependent variable) we should always consider the various independent variables of situation. Job satisfaction involves a dynamic interaction between the Individual and the Environment. Here environment means that we are considering the relative importance of different aspect of job satisfaction. Such as organization

structure, age, training, education, prestige, promotion, social interaction salary, number of years in job, supervision etc. It is only by accepting these necessary environment provisions, that we can surpass the limitations of the definitions of job satisfaction. Achievement of complete satisfaction, however may be both impossible and undesirable yet it is possible and probable to understand it in its varying degrees. A teacher's satisfaction with his job influences his own behaviour in the classroom, and also change the behaviour of his pupils in the desired direction understanding of the dynamics of job satisfaction therefore, requires a serious consideration by all those concerned in the welfare of the pupils and teachers.

Numerous studies have shown that teachers personal factors influence his job satisfaction.- *Varoom* (1966) and *Anand* (1977) have come to the conclusion that any explanation of job satisfaction requires both work role and personality variables. These two sets of variables have been recognized as interacting with each other thereby influencing and determining factors of job satisfaction.

*Deever and Shockley* (1975) analyzed the job satisfaction of teachers in selected extended school year programs and concluded that senior high school teachers were more satisfied than teachers at other levels and that the voluntary fourth-quarter program was the most satisfying to teachers.

*Ashton et. Al* (1981) compared middle schools and junior high schools teachers, found that middle school teachers were more satisfied with teaching, were more likely to again choose teaching as a career, and had higher expectations of academic success for their students than did junior - high teachers.

*Morris* (1981) examined the work environment of middle schools and high schools in relation to teacher job satisfaction. She found that factors

such as school size, expenditure per pupil, student-teacher ratios, and racially mixed population affected teacher job satisfaction, she further indicated that strong principal leadership emerged as a consistent factor affecting teacher satisfaction.

*Dixit M.* (1986) designed a study to measure job satisfaction among primary and secondary school teachers and to observed the effect of sex, teaching experience and medium of instruction on the level of satisfaction with their profession. Main findings were ; In Hindi medium School, Primary School teachers were more satisfied than Secondary School teachers. Female teachers were more satisfied than male teachers both at the Primary and the Secondary level.

*Goswami T.N.* (1988) attempts to study the job satisfaction of the P.G.Ts., T.G.Ts. and P.R.Ts. of Central Schools in relation to some demographic and professional factors, results were : The Central schools teachers of the north-eastern region were found to be satisfied on income, job security, status as perceived by self, pleasure of achievement in job, while they were dissatisfied on fringe benefits, stability in job, chances of promotion, working conditions in schools, status as seen by other, Female teachers were more satisfied with their jobs than male teachers. The CST of the NE region with graduate qualifications were more satisfied with their jobs than teachers with undergraduate and post graduate qualifications.

*Agarwal, Meenakshi* (1991) conducted a study on the job satisfaction of teachers in relation to their ascribed and achieved characteristics as also the values of teachers having high and poor job satisfaction. Findings were : Non Science, Urban and Hindi speaking teachers were found to be more satisfied. Male teachers had greater job satisfaction than female. Trained,

Post Graduate, more experienced government school teachers were found to be more satisfied with their job.

*Kniveton Bromley H.* (1991) investigated the factors contributing to teachers job satisfaction. Teachers scoring lower on the satisfaction scale placed greater emphases on the use of new technologies and of teaching aids than did those scoring higher. Some teachers who had higher level of satisfaction were frustrated by feeling that they were underpaid and from being overly restricted by their superiors. There is much scope to improved the satisfaction levels of teachers by training and to eliminate factors that can frustrate and irritate unnecessarily.

*Muktha Math et. Al* (1991) made a study on factors influencing job involvement and job satisfaction among women teachers Results shows that family responsibilities and attitude towards teaching were the most influential factors for job involvement and satisfaction. Family responsibilities and job involvement were inversely related.

*Kloep et. Al* (1994) obtained questionnaire data from teachers at 20 Primary, Secondary and Vocational schools in Albania to investigate teachers working conditional and their influence on job satisfaction. Results indicate that self reported job-satisfaction and engagement in effective classroom practices is relatively high in Albania teachers while economic and physical conditions are bad.

*Mwamwenda, Tuntufye S.* (1998) examined the extend to which years of teaching experience may be related to self reported job satisfaction and security in groups of South African men and women, they found that the group of 62 teachers with longer teaching experience rated their job satisfaction higher than the groups of 61 who had less experience 53% of



teacher rated security high and 35% as average, so most felt secure in their work.

Mc Millan R.B. (1999) conducted a study in New Brunswick (Canada) to find out the influences of workplace conditions on teachers' job satisfaction, data were from the New Brunswick elementary school, workplace conditions measured through teaching competence, administration control and organizational culture. Results show that female teachers were more satisfied with their professional role as a teacher than were their male counterparts. Teachers who stayed in the profession longer were less satisfied with their professional role, workplace conditions positively affected teacher satisfaction, administration control was the most important followed by teaching competence and organizational culture. The gender gap in professional satisfaction grew with increased teaching competence.

*Elzbieta Malinowska-tabaka* (2004) made a study of complex measures of job satisfaction/dissatisfaction among professions. This study examines elements of job satisfaction and individual social background among four professional groups; Doctors, Engineers, Lawyers and Teachers. Findings showed that there are some differences between professional groups in terms of work satisfaction/dissatisfaction, among other things, from the different prestige ascribed to each profession to a large extent they face similar problems and derive similar satisfaction from their professional work.

*Fay Rodgers – Jenkinson and David W. Chapman* (July 3, 2005) investigated correlates of job satisfaction among public and private Jamaican elementary school teachers. Emphasis was on the identification of factors that could be affected through administrative intervention. Results indicated that the quality of school working conditions and respondents' relationships

with other teachers were significantly related to satisfaction for both public and private school teachers.

*Parmar Shalini, Q. Haider, Joshi Lubha* (2006) made a study to find out attitude of student teachers towards teaching profession, and teaching competence. Results of the study showed a significant difference between male and female student teachers in their level of teaching competency. Female had higher attitude than male. There was a significant difference between graduate and post-graduates student teachers in their level of teaching competency. P.G. teachers had more teaching competency, urban student teachers had a more teaching competency than rural.

*Shamima Tasnim* (2006) studied job satisfaction among female teachers : a study on primary school in Bangladesh. The prime aim of this study is to find out the teachers perception of job satisfaction and to identify the factors which affect job-satisfaction of female teacher. Finding of the study shows, a big numbers of male and female are satisfied with their profession because of permanency of the job, both male and female teachers having higher degrees are dissatisfied as compare to teachers having minimum qualification, some factors which affect job satisfaction of both male and female teachers are, salary academic qualification, career prospects, supervision, management etc.

Researches in the field of job satisfaction have shown that a variety of factors within the individual and in his work environment affect the level of job satisfaction. *Herzberg* (1966) in his two-factor theory has identified one of the factors of job satisfaction as job content (intrinsic) and the other as job context (Extrinsic).

### **1.4.1 FACTORS OF JOB SATISFACTION**

#### **JOB INTRINSIC FACTORS :**

These factors are associated with doing the job. They include

**(a) The Challenge and interest of the work :**

The more interesting the job and more challenges it requires, higher will be the job satisfaction.

**(b) Perception of the worth of the work :**

If the workers perceive the usefulness and worthiness of their work, greater will they be satisfied with their jobs.

**(c) Participation in decision making or amount of responsibility :**

Studies have revealed that moral scores were higher for employees who had more responsibility. In another study it was found that unemployed person rated responsibility as one of the few things that has been a characteristic of job they had preferred.

**(d) Security :**

It refers to the belief on the part of a worker that he will continue to work in his present job for a reasonable longer period of time. Security is of less importance to the better educated persons because there is not so much fear lay off in the kind of jobs that the highly education and are confident of being able to find other jobs, if necessary.

### **JOB EXTRINSIC FACTORS :**

These factors focus on the context in which a job is done and Job features that are determined by external events or other people. The most common dimensions appear to be :

**(a) Amount of Payment :**

Studies have found that the relative importance of pay will probably change with the labour market, with the economic conditions and with the employee's believe about the job satisfaction.

**(d) Cohesion of work group :**

Man being social animal works in social group. If co-workers are good, well achieved then employee feels more job satisfaction. There are cases when people have left jobs because of bad co-workers.

**(c) Style / type of Supervision received :**

Researches have found that favourable attitude of employees towards their Supervisors was believed to produce a climate in which attitude of good team spirit were established and workers were more satisfied with their jobs.

**Intrinsic factors** - for teachers, intrinsic satisfaction can come from classroom activities. Daily interactions with students inform teachers feeling about whether or not students have learned something as a result of their teaching. Students characteristics and perceptions of teacher control over the class room environment also are intrinsic affecting teachers satisfaction. Several studies have found that these factors are related to satisfaction in teaching, as well as other profession. Intrinsic factors may play a role in motivating individuals to enter to the teaching profession, since most

teachers enter the profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary, benefits or prestige (*Choy, et. Al* 1993 p. 126). However, while intrinsic forces may motivate people to become teachers, intrinsic conditions can influence their satisfaction in this position and their desire to remain in teaching throughout their career.

**Extrinsic factors** - A variety of extrinsic factor have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety and availability of school resources. Teacher's work environment have been targeted by public commissions, researchers, and educators who claim that "poor working conditions have demoralized the teaching profession". These groups (i.e. Public commissions, researchers, educators) believe that when teachers perceive a lack of support for their work they are not motivated to do their best in the classroom, and that when teachers are not satisfied with their working conditions, they are more likely to change schools or to have the profession altogether (*ibid*). These factors/characteristics have been included in one or the other theories of job satisfaction which are discuss below..

#### **1.4.2 THEORIES**

Theories of job satisfaction have been classified by *Cambell et. al.* (1970) into two categories :

- (i) Content theories
- (ii) Process theories

These theories on job satisfaction differ in their views on the factors that cause job satisfaction.

(i) **Content theories :**

These theories view job satisfaction as the result of meeting the needs, values or expectations of an individual by the organization.

*Maslow's* need *Hierarchy* theory (1943) is one of the first needs theories. His theory states that there are 5 types of needs :

- (1) Basic physiological needs    (2) Safety & security needs
- (3) Belonging and social needs    (4) Esteem and status needs
- (5) Self actualization.

First 3 are lower order needs and 4<sup>th</sup> & 5<sup>th</sup> are higher order needs. *Maslow* explains his theory as saying that it is true that man lives by bread alone, when there is no bread. But if he has plenty of bread, other and higher needs emerge and when these in turn are satisfied, newer and still higher needs emerge. In the work environment this theory would suggest that only after the lower order needs have been satisfied will the employee seek satisfaction and achievement, from the work itself. Work, according to *Maslow's* theory, is most likely to satisfy the lower needs and least likely to satisfy the higher needs. Another content theory is *Herzberg's* two factor theory. *Herzberg* (1966) believes that the presence of certain motivators leads to satisfactions while their absence does not lead to dissatisfaction. These factors (intrinsic factors) or motivators such as achievement, recognition and the intrinsic interest of the work itself match the higher levels of self actualization in *Maslow's* theory of needs. On the other hand, hygiene factors (Extrinsic factors) such as pay, security and physical working conditions match the lower order needs in *Maslow's* theory. The inadequacy of hygiene factors leads to job dissatisfaction. *Herzberg* argues that hygiene factors such as working conditions are context factors : they are

necessary conditions for job satisfaction but do not of themselves produce it.

*Herzberg's* theory assumes that the motivators contribute to the satisfaction and the hygiene factors contribute to dissatisfaction. This view has been criticized by some researchers *King* (1970) and *Gardner* (1977) in contrast to *Herzberg's* theory, support the view that motivators contribute more to satisfaction than do hygiene's and vice versa for dissatisfaction. Other studies support the view that certain hygiene factors can contribute to job satisfaction those individuals who gain such satisfaction are regarded by *Herzberg* as unfortunates who have not reached the stage of personality development – the level of self actualization needs. Those individual are more interested in lower level needs such as pay, security, and physical conditions. A hygiene seeker, according to *Herzberg*, is motivated in the direction of temporary satisfaction. It is clear this is not true all the time and there are individual differences in needs. The higher level of needs are not available for everyone; there is a limitation in opportunities for psychological growth on the job. These opportunities are confined to such few people that some people, therefore seek only hygiene satisfaction from their jobs.

**(ii) Process theories :**

These theories aim at describing the interaction between variables in their relationship to job satisfaction. Process theorists do not agree that satisfaction can be achieved simply by giving employees more of variable that normally leads to satisfaction. Such as more monetary benefits. These theories convey that there are individual differences which *Herzberg's* theory ignored and that these differences are very important to understand job satisfaction. Expectation and Equity Theory comes under the process

theories. It view job satisfaction as the interaction between the individuals needs, expectations, values and what the job offers, which give rise to satisfaction and dissatisfaction. According to equity theory, if the individual regards his rewards as being equitable compared to other people, he is satisfied and he is dissatisfied, if he considers them inequitable. The dissatisfied individual may put less into his work, take more breaks and might decide to withdraw or change his expectations to fit the situation. Equity theory predicts that dissatisfaction may also result from overpayment or over-reward. This theory had received some criticism because it does not predict, for instance how individual choose which reference group to relate themselves to individual personality is one influence on choosing a reference group; thus expectation based on reference groups must be supplanted by a knowledge of personality. The relationship between expectation and reality of the job is not always the sole determinant of satisfaction and dissatisfaction. Kuhlin (1963) found that male teachers wanted far more from their jobs in terms of achievement than the female teachers did. The discrepancy between what men wanted from the job and what they actually received from it was related more to over-all job satisfaction than was the discrepancy for women, for whom the job was not such an important aspect of life satisfaction. Varoon (1964) argued that the greater the discrepancy, the less the satisfaction; the greater the congruence, the greater the satisfaction. This theory has been criticized because it ignores the importance of a particular need also the value of the need.

As *Locke* points out , people may be influenced by the discrepancy between what they want and what the job offers. Therefore, we have to distinguish between the amount of value wanted and how much a person wants of such value. These theories and studies of job satisfaction have been



criticized because each theory deals with some aspects of job satisfaction and ignores others. They do not consider the importance of change in the course of the individual job. The expectation theory relates to when the job does not come up to the expectations, but is unclear on what will happen when the job exceeds expectations.

Some theories such as the Reference group theory do not sufficiently explain its generalization. It seems that none of these theories is perfect. Each one has its limitations.

Therefore, when we deal with the phenomenon of job satisfaction (dependent variable) we should always consider the various independent variables situation. Job satisfaction involves a dynamic interaction between the individual and the environment. Here environment means that we are considering the relative importance of different aspects of job satisfaction. Such as organization structure, age, training, Education, prestige, promotion, social interaction, salary, no. of years in job. Supervision etc. it is only by accepting these necessary environmental provisions, that we can surpass the limitations of the definitions of job satisfaction.

Achievement of complete satisfaction, however may be both impossible and undesirable, yet it is possible and probable to understand it in its varying degree.

- (i) Occupational level : It has been observed that employees are more dissatisfied in jobs that have less social status and prestige.
- (ii) Age : Studies have found higher job-satisfaction among older employees and lower among younger group. However, conflicting results have been observed as in some groups job satisfaction is higher with increasing age while in other groups job satisfaction is lower and in other there is no difference.

- (iii) Education :- It is found that employees who are less educated, were more satisfied with their jobs than do the higher educated employees.
- (iv) Sex :- Surveys have shown that women are more satisfied with their jobs than men, quite possibly the reason is women's ambitions and financial needs are less as compared to men.

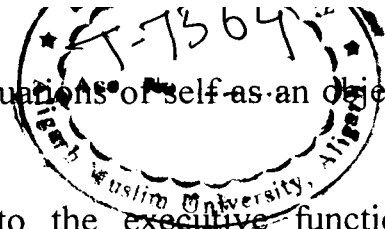
Statistical Analysis report (Aug. 1997) among America's teachers highlights that certain background variables such as teacher's age and years of experience, are related to teacher satisfaction, they are not nearly as significant in explaining the different levels of satisfaction as are the workplace condition factors, such as administrative support, parental involvement, and teacher control over classroom procedures.

Apart from the above factors which influences job satisfaction there are certain other variables which may effect the level of job satisfaction among teachers. As we know that self concept is a central theme around which a large number of the major aspects of personality are organized. Present study will help us to understand the teachers way of thinking, feeling and behaving. Despite the factor self concept, teacher's professional attitude and their S.E.S. are also considered to influence teacher's job satisfaction. So it is relevant here to study these variables one by one.

### **1.4.3 SELF CONCEPT**

Generally the term 'self' has two distinct sets of meanings. One set has put emphasis on pupils attitudes about themselves; their picture of the way they look and act; the impact they believe, they have on others; and their perceived traits abilities, and weakness. This collection constitutes the self concept or self image.

“Attitudes, feelings, perceptions and evaluations of self as an object”  
(Hall and Lindzey, 1970)



The second set of meanings relates to the ~~executive~~ functions processes by which the individual manages, copes, thinks, remembers, perceives, and plans. These two sets of meaning, self as ‘object’ and self as ‘process’ are seen most theories involving the notion of self.

A dictionary of psychology defines “Self” as an individual regarded as conscious of his own can experience the ‘Self’ but cannot define and this experience is personal in nature, hence ‘self’ is the nucleus of unique personality. Every one has experienced in which he is aware of himself running, talking, walking etc. He experiences himself happy, hungry, tired, excited and sees himself doing certain things successfully, and so on. Here awareness of ‘self’ emerges.

According to *Allport* (1961), the ‘self’ is something of which we are immediately aware, it is the warm, central private region of our life and as such it plays a crucial role in our conscious, in our personality and in our organism. So it is some kind of core in our being and yet it is not a constant core.

*Mc. Candless* (1961) defined “Self” as something personal, private, symbolic and often illogical. It is of vital importance to both private happiness and public behaviour. In the quest of for understanding oneself and other, there has developed such of human thought philosophy and psychology with question like – who am I? What am I? etc.

“Self” has many dimensions as ‘self concept’, ‘self acceptance’ and ‘self regard’.

The meaning, aspects and role of conception of oneself and self acceptance have been defined and studied by many Psychologists and

Sociologists, such as *William James* (1890), *Cooley* (1902) *Jersild* (1957) *Allport* (1961) and *Mc Candless* (1961).

They stress that the concept of 'self' is an important phenomenon for the full flowering of an individual to a healthy and sound personality. It serves as the frame of reference for the individual to relate himself with others to him. The success as well as the failure of one is largely dependent upon one's perception of himself and what others think of himself.

Self concept develops through interaction with people and environment. As pointed out by *Gerger* (1955) "Social interaction does such for this i.e. to understand himself and to guide his conduct. These interaction continue to affect self concept, whereas negative or hostile surrounding may course harm. It is an account of these favourable and unfavourable attitude and situations that the individual accepts or rejects himself.

Hence, self acceptance or self rejection is based upon the acceptance and rejection by others.

As we grow older we identify with groups, neighbourhood and nation as well as with possessions, clothes and home. They become matters of importance to us in a sense that in other people's families nation or possessions are not. Later in life this process of ego extension may go be great lengths though the development of loyalties and of interests focused on obstructions and on moral and religious values. Indeed a mark of majority seems to be range and extent of one's feeling of self, involvement in abstract ideals. It can be concluded that the process of maluration requires changes in Self concept. Engel (1959) has demonstrated that adolescent improve in self concept over a 2 year periods. Adults and adolescents self concept tends to improve with psychotherapy.

*Khatry P.P.* (1973) made a comparative study of the self concept of teachers of different categories and the relationship of their self concept with professional adjustment. A sample of 900 teachers, belonging to the primary, secondary and College levels were randomly selected. The tools used in the study were the Professional Adjustment inventory and the self concept inventory. He found that there were not significant differences among the self concept of primary, secondary and college teachers. There was a significant relationship between self concept scores and professional adjustment scores of the 3 types of teachers.

*Singh A.* (1978) made a study of creativity in school teachers in relation to their self concept, attitude towards teaching and classroom verbal interaction. Objectives were, to find out the relationship between creativity in teachers and their self concept, to determine the relationship between creativity in teachers and their attitude towards teaching, to study the relationship between teachers classroom verbal interaction and their self concept. Findings were, there was a positive and significant relationship between the verbal creativity in teachers and their self concept, there was not significant relationship between the verbal creativity in teachers and their attitude towards teaching, there was no significant relationship between the indirect/direct teaching behaviour of teachers and their attitude towards teaching and their self concept, there was a positive and significant relationship between teacher's self concept and their divergent questions using students ideas and silence on account of students thinking.

*Glennelle Halpin, Gerald Halpin* (1982) studied personality characteristics and self concept of preservice teachers related to their pupil control orientation. Findings of such study were- the harmonistically oriented educators tended to be emotionally stable, happy golucky, and have

high self concept. The authoritarian educators were more affected by feelings, shy, reserved tense and had a low self concept.

*Chadda D.K.* (1985) made a study of self concept of teachers and adjustment. Major findings were, there was no significant differences between the self concept scores of the male-female, rural urban subgroups of teachers, the value of the Coefficient of correlation for self concept and emotional adjustment scores had not been found be high and also not statically significant for various groups of teachers, except for urban male teachers, the coefficient of correlation between self concept and emotional adjustment scores for the urban male teachers was relatively higher than values of the coefficient of correlation pertaining to other sub-groups.

*Chow Hung Wai* (1994) made this study to investigate relationship between principal's leadership and teacher's self concept. Investigation showed that, the mean scores and S.D. of teachers self concept reflect that teachers, in general, have high self concept. Teacher's demographic characteristic and self concept, teacher's age, teaching experience and administrative experience are positively, and significantly correlated with all the teacher's self concept-measures. The transformational leadership measures were positively correlated with the measures of teacher's self concept. The findings reflects the significant contribution of inspiration and individualized consideration to teacher's self concept.

*Joe Relich* (1996) Studied gender, self concept and teachers of mathematics. Effects on attitude to teaching. Such study explores for differences in self concept among male and female, primary and secondary teachers and the positive influence of such differences on how the teachers perceive the nature of mathematics and their attitudes to the teaching and learning of mathematics. Results showed that each gender displaying very

high self concept, some gender differences did emerge when their perceived influence on the attitudes of their students to mathematics were determined.

*Roberla, Normen (2006)* – Self concept, intelligence & academic achievement were examined in studies preparing to teach in primary, elementary, secondary & special education results found differences in S.C., but not in intelligence and academic achievement, were found among groups of students teacher. Secondary Education majors reported a +ve S.C. than primary, elementary, with special education majors reporting the least positive S.C. of all.

#### **1.4.4 PROFESSIONAL ATTITUDE :**

##### **Concept of Attitude :**

The term attitude is used very frequently in literature, scientific articles and common conversation. The mental stage like and dislikes, reaction etc of a person can be easily indicated or expressed with the help of it. This term is applicable both to single person and to group of varied cultural patterns.

The American social psychologists popularized the concept, a few decades ago and the technique for attitude measurement was developed first in America by *Thurstone* and *Chave* in 1928. since then the researches on this topic have been carried on mostly in America.

In India, attitude study started in the year 1948, under the auspices Department of Psychology. Since then many studies on attitude have been carried out by different Indian investigators and scientists e.g. Factory and Industrial employees, juvenile – delinquents of eastern India, tribal people of Indian etc. along with other field of investigations.

Attitude is one of the dormant and covert psychological variables. In Green's word(1954; p. 335) "Attitude is a hypothetical or latent variable rather than an immediately observed variable".

The attitude study is essential to know the opinion of teachers towards teaching profession.

### **Allport (1935)**

"An attitude is a mental and neutral state of readiness organized through experience, exertion a directive or dynamic influence upon the individuals response to all objects and situations with which it is related". The word 'Attitude' stems from the Latin word 'Aptus' which in the language of Allport (1950 – pp. 1-2) has on the one hand the significance of fitness or adoptedness and like it by from aptitude connotes a subjective or mental state of preparation for a action. An attitude is a mental state of an individual which tends to act or respond or is ready to respond for or against object, situation etc. with which his vested feeling or affect, interest liking, desire and so on are directly or indirectly linked or associated for the characterization of attitude. *Morgan* (1934) defined – "Attitude are literally mental postures guide for conduct to which each new experience is referred before a response is made".

*Krech and Crutch field* ( 1948 – p. 152) - "Attitude is an enduring organization of motivational emotional perceptual and cognitive process with respect to some aspect of the individual is world".

According to *Murphy and New Comb* - "Attitude is primarily a way of being sit towards or against certain things".

*Rosenberg* - "An attitude is a relatively stable effective response to an object".



## Dimensions of an attitude :

There are three dimensions of an attitude :

- 1) Intensity
- 2) Direction
- 3) Extensity

Each of these aspects are important in understanding attitude and their influence upon behaviour assessment of these characteristics is done most frequently of observation of behaviour but attempts have been made to develop to evaluate attitudes.

Behaviour pattern provide evidence of each of these dimensions where as most tests simply attempt to survey the attitudinal pattern and determine there positive and negative direction.

### **Intensity :**

Intensity of an attitude is evidenced by the extent to which it motivates an individuals behaviour. Limits of intensity can be determined by the nature of behaviour needed to inhibit a response. An attitude can be expressed in several ways and that if it is intense there is likely to be a shift in mode of expression where severe obstacle are confronted .

### **Direction :**

The direction of an attitude is observed behaviour as a force that respects attracts or fails to motivate the person in any direction.

### **Extensity :**

Extensity is observed in a broad survey of the pattern of attitude within the individual. Some attitude seems to have broad and prevailing influences. These probably develops from a wide variety of situations that have reinforced. An effective teacher must have a positive attitude towards teaching as a profession and dedication to teaching. Attitude us an important

aspect in quality teaching. An attitude is an important concept to understand human behavior. Attitudes means the individuals prevailing tendencies to respond favorably or unfavourably to an object, person or group of people. Attitudes can be positive or negative people attitudes towards their profession have an affect on their performance. This case is also valid for the profession of teaching.

*S.A. Saren (1975)* found that the attitude of teachers towards the teaching profession was positive. Attitude towards teaching profession was not positively related to experience in the teaching profession as well as age and level of education was positively related to degree of attitude towards the teaching profession.

*Saraswat R. M. (1976)* made a study to compare the attitude of teachers with reference to differences in sex, academic achievement, intelligence and teaching experience. An attitude scale intelligence test were used on 1000 male and female teacher, results showed that most of the high school teachers did not possess positive attitude towards their professional training and there were significant differences between the male and female teachers.

*Jaleel S. S. and Pillary G.S. (1979)* studied teachers attitude towards teaching profession main objectives were to analyse the attitude of teachers towards teaching with respect to age and professional experience. They found that the age and experience of college teachers appeared to have definite positive relationship with their attitude towards the teaching profession. As teachers grew in age and experience their attitude towards the teaching, profession grew more favourable.

*Goyal J.K. (1980)* studied the attitude of teachers educators with different age groups possessing different qualifications and teaching

experience. Main objectives were - to measure attitudes job satisfaction of teacher educators of different categories based on sex, age, qualification and experience, to find out the difference in attitude job satisfaction among group of teacher educator based on sex, age, qualification and experience. Major findings are :

- a large majority of the teacher educators were favourably inclined towards their profession and were satisfied in the job
- the attitude and job satisfaction of different groups did not differ significantly.
- professional interest among teachers educators increased with teaching experience in a school.

*Ralph Nevels* (1984) conducted a study of the relationship between teachers attitude towards professionalism and teacher's satisfaction/dissatisfaction with their jobs, 300 public school elementary and secondary classroom teachers from Kentucky were randomly selected as the population. Findings were :

- a significant inverse relationship was found between teacher autonomy and the extrinsic facets of teacher job satisfaction.
- these classroom teachers receive greater satisfaction from the intrinsic facets of their jobs than from the extrinsic.

*George Stephen Ross* (1986) had studied the attitude of Georgia public school teachers towards the teaching profession. The sample for the study consisted of 1436 Georgia school teachers representing a total of 18 Georgia public school system. The findings of the study showed that a statistically significant difference exist in the attitude of Georgia public school teachers towards the teaching profession. The conclusions of this study were that elementary teachers experience a more positive attitude

towards the teaching profession then either middle or secondary teachers when total scores comparisons on the teacher attitude scale were made.

*Singh H.L.* (1974) made a study for measurement of teacher values and their relationship with teacher attitudes and job satisfaction. This study attempted to know : whether teachers attitude towards their profession was favourable or not, and whether they are satisfied with their jobs or not.

He found that -

1. the professional attitudes of teachers were favourable and their attitude towards child centered practices and educational process was more favourable than their attitude towards teaching as a profession,
2. there was no difference in the attitude of teachers due to difference in age, male and female teachers differed in their attitude,
  1. teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration,
  2. there was no difference in the level of satisfaction of teachers due to difference in age; female and unmarried teachers were more satisfied with all the factors than the male and married teachers,
3. there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

According to *NCERT* (1971) 'the attitude of teachers differed significantly under different management, the tenure of service did not affect the attitude of teachers; male and female teacher's attitude differ significantly, marital status did not influence the attitude of teachers towards profession. Teachers with lower educational qualifications were having more positive attitude towards the profession also training appeared to be a contributing factor in the development of apparent positive attitude.

*Srivastava N.* (1982) attempted to find out the attitude of secondary school teachers towards the teaching of population education in schools. Main findings of the study

were :

- (i) The attitude of secondary school teachers towards the teaching of population education was favourably.
- (ii) Rural teachers had more favourable attitude towards teaching population education than the urban teachers.
- (iii) There was no marked difference in the attitude of the male and the female towards teaching population education.
- (iv) There was no marked difference in the attitude of the married and the unmarried teaches towards teaching population education.

*Sharma M.S.R.* (1997) his study is about the attitude of teacher educators towards work and working aspects. The sample was restricted to teacher educators working the DIETS result shows very high positive attitude of teacher educators towards their work.

*Sukhwai, K.D.* (1977) made a study to know the attitude of married lady teacher towards the teaching profession, he found that majority of the teachers favoured the profession, the differences between the favourable and unfavourable attitudes were highly significant higher the age, the greater was the increase in the degree of favourableness in attitudes towards the profession, experience played a great role in the development of favourable professional attitudes.

Qualification wise there was an increase in the favourable attitude in qualification.

Trained teachers were found to possess more favourable attitudes towards teaching than the untrained teachers.

*Khatoon, T.* (1982) conducted a study to investigate the influence of personal factors of teachers attitudes towards their job. Results shows that majority of the female teachers have greater degree of job satisfaction than male teachers.

Experience is found to influence negatively the attitude towards teaching where as qualification are not found to have any effect on the attitude.

*Saraswat, R.M.* (1976) objectives of the study were to compare the attitude of teachers with reference to differences in sex, academic achievement, intelligence and teaching experience.

Findings of the study were that most of the high school teachers did not possess positive attitude towards their professional training, there were significant difference between the male and female teachers.

*Chopra R.* (1996) this study is based on psychological profile of male and female elementary school teachers such as job-satisfaction, self-concept , attitude, adjustment personality characteristics etc. e.g. empathy (lack of) ego ideal (lack of) pessimism, neuroticism, need achievement. Self confidence (lack of) in respect to disparities rural teachers are more dominant and less introverts than urban teacher. However, teachers of backward states are more pessimistic in nature have more negatively oriented personality, have less job satisfaction less ego ideal and need achievement tendencies then their counterparts in advanced states.

#### **1.4.5 Socio-Economic Status :**

Socio-economic status means the background or standing of one or more persons in the society on the basis of both social class and financial situation. There are certain factors associated with social and economic environment of an individual that constantly influence the development of his/her personality. These factor have direct bearing on the learning processes, which are important ingredients of personality development. Such variables, which are external to the individual and are associated with the society and its economic conditions of which the individual is a member, can be termed as socio-economic variable. It can also be defined as the background environment, or level indicative of both social and economic status of an individual or group. In the broader sense it include three main factors education, occupation and income. Besides these, the two more factors can be taken into account – cultural living or cultural standard and social participation.

The importance of socio-economic has been realized by the researcher in the field of psychology, sociology, education, social work and other allied disciplines. Researches have shown socio-economic status to be related with values, attitudes, child rearing practices, school achievement, emotional stability, aggressiveness and dominants. Verbal behaviour and many other phenomena. For appraisal of socio-economic status numerous attempts have been made both outside and with in the country. As it has been pointed out by *Cattell* (1942) that “Socio-economic status is determined by the occupation” similarly according to *Hollingshed* (1959) occupation and educational level of the principal bread earners of the family to be the determinant of the social position.

Status may also be defined as the place of an individual in society and it indicates his position within social relationship. The social position that determines for its possessors, apart from his personal attributes of social service, a degree of respect, prestige and influence (*McIver* and page 1961). Social status thus refers to an individual's position relative to the position accorded to other persons in his group. The basis for the social class system varies from society to society. However, certain variables seem to be common to all the societies, such as occupation, income and occupation of parents. These constitute the major components of socio-economic status.

*Parsell* (1984) defines socio-economic status as an index of social status that considered a person occupation, education and income as measures of social status.

### **Social and Economic Status of Teachers :**

The ranking of the professions in modern society tends always to involve comparisons of states and of economic returns. Although it is a generalization to which there are exceptions, locations on the status scale tends to be determined in large measure by the latter. The prestige position of any profession cannot be defined wholly in terms of economic factors. The indications of public recognition of the importance of a professional service are often superficial or are obscured and therefore, misleading. For example, *Elmo Roper* reported in 1950 (published in life magazine Oct. 16, 1950) a nation (U.S.) opinion poll of their importance to society. First rank (by almost 1/3<sup>rd</sup> of those interviewed) was given to teaching.

In descending order the other rankings were clergymen, public officials, merchants and lawyers.



### **Social Status :**

The question of the social status of teachers is difficult to define. The picture is extremely confused, varying from place to place according to community background and customs. The picture varies too, with the type of teaching profession. As a generalization, it appears that prestige rank in the public mind is in this order; college teachers, high school teacher, elementary school teacher, unfortunately, data on the social origin of teachers, on their socio-economic backgrounds are not extensive. Several studies have been made of given population of teachers, but these are not definitive for the whole population.

*Singh, L.C. and Bhatnagar* (1969) investigate into the problems of status of elementary school teacher, main findings showed about 1/5<sup>th</sup> of the teachers were in the profession without any training, some teachers left the non-teaching jobs in favour of teaching for reasons such as (a) Love for teaching (b) admission in training college (c) lack of interest and low salaries in their earlier jobs (d) inadequacy of the economic conditions to support further education, elementary teachers hardly did any professional reading during vacation. They kept busy with social and household work. Small percentage of teachers had their fathers , working in professional occupations such as lawyers, engineers, teachers etc., about 51% teachers were teaching only 1 class, 27.6% were teaching 2 classes and 21% were teaching more than 2 classes.

*Job A.M.* (1976) studied the special relationship existed between the teacher's role perception and his socio-economic status. He found that the relationship of socio-economic status of the teacher with his role perception was highly significant with reference to the goals of secondary education factors in choosing the teaching profession, so far as urban-rural background

was concerned the relationship was highly significant in the choice of the teaching profession, teaching methods, teaching ability, organizing ability, solving difficulties of pupil in studies and satisfying factors in the teaching profession.

*Gupta S.* (1981), made a comparative study of socio-economic background problems and professional behaviour of men and women teachers at different levels in the state of Haryana. Findings of the study showed that the socio-economic status of the teachers at primary middle secondary and college level were more or less similar, the attitude of male and female teachers towards students differed significantly but female teachers had better attitude at all levels.

The major difficulty in evaluating the social origin and status of teachers is the lack of comparable information regarding members of the other professions because of the occupational mobility of the people their freedom to move across social and economic class lines in search of satisfactory careers, data on social origins and class backgrounds for any one professional groups can be significant only in comparison to those of other professional groups. Another means of evaluating the status of teachers is to examine the class structure within the profession itself. The teacher is generally considered to be at the bottom of this structure by contrast the doctor in a hospital ranks highest yet he is not part of the administrative hierarchy. Many view this condition as the most significant indicator of the relatively low status of the teacher.

Teachers are notably self reliant and self directing. They tend to regard themselves as in charge of their particular tasks and resent over supervision or minute directions from higher authority. The tasks are too complex to be dictated by rules and routines. The significance of such an

individualistic approach to their profession duties can easily be underestimated in evaluating the status of teacher.

### **Concept of Economic Status :**

The economic man concept owes its emergence to Adam Smith who visualized that man is an extension of machine and is motivated solely by economic rewards. He is “a passive agent to be manipulated, motivated and controlled and controlled by the organization”. His feelings being essentially irrational, organization design should be such as to neutralize and control his feeling.

*Herzberg* (1962) hold the view that, “the economic man arose out of the dominant myths of industrial revolution and the large myths of protestant ethics”. A modification of the model was popularized by the rational economic man concept of efficiency experts. The assumptions are primarily based on hedonism which advocate that man is basically motivated by economic incentives.

*Max Weber* (1946) an eminent German sociologist, contended that an individual's motives should be subordinated to the requirements of the organization and the individual deserves economic rewards for his performance.

The money, undoubtedly, helps in satisfying the individual's primary needs as well as higher level needs. It is believed that money in many ways, acts as an incentive for the worker.

A study of polish teachers showed their level of satisfaction with teaching and pay was correlated to their qualifications, to the location of their job, and to their social class background – primarily farming or manual work (*Gorowska Fells* 1991). The explanation for greater dissatisfaction

among teachers from higher social class background is that they see the discrepancy between their current position and that of their families.

The occupational prestige of teachers has been low. For example, the findings of a rating system of occupational prestige developed in the United States in 1947 by the National Opinion Research Center (NORC) show that since that time-teachers have ranked below professions such as medicine and law and above other public service semi professions. In Poland, where social prestige is solely dependent on one's occupation, teachers, with other professions requiring high levels of education, have ranked high on Surveys of occupational prestige (*Gorowska – Fells 1991*).

A factor in ranking occupational prestige is teacher's salaries, which are used as indicators of the value a society places on teacher's work. International comparisons of teacher's salaries are extremely difficult given differences in currencies, as well as geographical location and types of school within countries (rural to urban, public and private schools) responsibilities in and out of the classroom, length of working day, years of teaching experience and level of teacher qualification. However, in the European Community several organizations have compared teachers salaries both with in and between countries.

*Peck (1992)* has summarized their findings and found that teachers pay in the mid to late 1980's was less than industrial workers in Italy (58% of industrial worker's pay), Austria (66 percent), England and Wales (75%) and Norway (95%). The best teacher's pay was found in Switzerland (128 – 312% of industrial worker's pay), Netherland, Denmark. In Japan teachers are paid as much as university professors, "204 times the national per capita income as opposed to only 1.7 times for teachers in the U.S." (*Stevenson and Stigler 1992, p. 162*). Highest paid teachers were in Luxembourg, West

Germany and Denmark, and the lowest paid in Scotland, Belgium, France and Italy. In General teachers have suffered from low pay and low prestige in most societies through out the history of teaching (*Herbst* 1989).

Those seeking to attract and retain larger number of able and talented teachers in other countries often argue that higher salaries would not only make careers in teaching financially feasible, but would increase the status of the profession. Therefore, many reforms initiative have included higher pay for teachers. School administrators have rarely been involved in determining pay for teacher s placement on salary states has been determined largely by objective criteria such as seniority and course work. However, merit pay and career ladder plans typically depend upon administrators evaluation and therefore, those evaluation are likely to be scrutinized more closely when they are used to support such salary judgments. In some instances a teacher who achieves the highest level on the career ladder may earn more than a administrator, thus calling into question the legitimacy of an administrative hierarchy and the attractiveness of administrative position.

*Nair R.S.* (1974) tried to find out the impact of certain sociological factors like family background, Caste, Religion and sex on the teaching ability of teachers. The sample consisted of 200 secondary school teachers particulars regarding their individual socio-economic status, age, sex, parental socio-economic status were collected in person. The data were analysed using critical ration and correlation. The findings revealed that teachers parental SES had a negative influence on teaching ability. The private school teachers were found to have better teaching ability. A positive relationship existed between age and teaching ability.

*Ramakrishnaiah D.* (1980) A attempts to study job-satisfaction, attitude towards teaching and job-involvement of college teachers objectives were to estimate the level of job satisfaction of college teachers, to find out the relationship between attitude towards teaching and job satisfaction, findings showed that college teachers, in general were satisfied with their job, female teachers were found to be more satisfied than the male teachers, teachers belonging to different socio-economic strata did not differ in the level of their job satisfaction, teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction, the level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

*Reddy, Balakrishna P.* (1989) : It is an in depth study of the job satisfaction, attitude towards teaching and job involvement of primary school teachers. Objectives were to assess the level of job satisfaction (Js), attitude towards teaching (ATT) and job involvement (JI), to find out different job factors which contribute to the satisfaction/dissatisfaction of the teachers, relationship between job satisfaction attitude towards teaching, job involvement. Results shows teachers satisfaction with their job, women teachers were more satisfied than men teacher, qualified and young teachers were more satisfied than middle aged and aged teachers, considering J.S. as measured by different job factors, the teachers exhibited a significant level of satisfaction with the job as measured by 8 factors, while they exhibited a significant level of dissatisfaction as measured by 7 factors. There was a significant difference between the level of JS of teachers classified as high middle and low on the basis of their ATT.

*Kavita Srivastawa* (1989) : conducted a study to find out whether or not the marital status of professional women influences their job satisfaction. She found that married and unmarried women in teaching and Banking profession do not differ significantly in their job satisfaction. Both type of women in medical profession were more satisfied.

*Goyal, and Chopra, Ravi Kanta* (1990) : Studied and compared the profiles of teachers in respect of their back-ground, profession and socioeconomic variables in the elementary schools and compare the profiles of male and female teachers in respect of socio-economic status and psychological variables study was conducted on 450 elementary school teachers. Data were treated with percentages, mean SD and 't' test.

It was found that rural and urban teachers had some common characteristics in respect of their attitude, job satisfaction, socio-economic status and over all personality traits; a large number of teachers working in rural schools were less qualified had higher workload, were not members of socio-cultural organizations, teachers working in both backward and advanced state schools showed similiareless in respect of their attitude towards teaching, socio-economic status and a few personality characteristics.

*Ramchandran G.* (1991) attempts to conduct an enquiry into the attitude of student-teachers towards teaching objectives were to find out whether the training has any influence on the attitude of teacher – trainees towards teaching, and to find out whether there is any relationship between sex, level of education occupation of parents and the attitude of teacher trainees towards teaching. The sample included 200 teacher-trainees from University of Madras, 't' test was employed for statistical analysis. Norton findings were – female teacher trainees had a more favourable-attitude

towards teaching than male teacher trainees. PG teacher-trainees had a more favourable attitude towards teaching than undergraduate teacher trainees.

*Tapodham, H.N.* (1991) assessed the professional attitudes of secondary school teachers of Gujrat State. Objective of the study were to study the professional attitudes of teachers in relation to various variables like sex, qualification marital status age and experience for this the sample of 1,644 male and 942 females were taken major findings were (1) sex, area (Urban/Rural) and Caste (BC/Non BC) had a main effect on professional attitudes, while qualification had no effect (2) Area and Caste; area and qualification as well as sex, area, and Caste; Sex area and qualification had no significant interaction effect on professional attitude .

*Ganapathy, S.* (1992) attempted to study the self concept of student teachers and their attitude towards the teaching profession. Objectives were to measure the attitude of student-teachers towards the teaching profession, and assess their self-concept (2) to find out the relationship between the self-concept of student-teachers and their attitude towards teaching. (3) to find out the relationship between self-concept of student-teacher and their attitude towards teaching. The sample of the study constituted 723 student-teachers from 69 selected colleges of education in Tamil Nadu. 't test and Pearson's product-moment correlation were used to treat the collected data Findings were, both male and female students-teachers had a favourable attitude towards the teaching profession, also had a positive self-concept and it was related to their attitude towards the teaching profession.

*Sharma, Meenu* (1992) attempted to investigate teachers socio-economic status and values with reference to their attitude towards the nation. (ATN) Objectives were to study the differences in value orientation , SES and ATN of male and female teachers of different levels and to study the relationship



of ATN and SES among male and female teachers of different levels. One thousand and two hundred teachers (Primary, Secondary and Higher level) were taken as a sample, mean S.D., 't' test and correlation were used to treat the collected data findings showed that male and female teachers of different levels differed in SES but they did not differ on value-orientation and ATN, ATN and SES were also found to be related.

*Rama Mohan Babu, V. (1192)* the present study seeks to analyse the job satisfaction (JS) attitude towards teaching (ATT), job involvement (JI) teacher efficiency (TE) and perception of the organizational climate of teachers of residential ® and non-residential schools (NR). Objectives were to examine the level of JS, ATT and JI of Secondary school teachers (2) to find out whether man and women teachers differed with regard to variables (a) to (e) cited above. (3) to find out whether there is significant difference between the JS, ATT, JI and TE of teachers working in different types of climate. Samples includes 400 Secondary teachers from A.P. The study was of 2 x 2 (two types of Schools x two sexes) factorial design. ANOVA, 't' test, Chi Square, correlation, ,multiple regression analysis were used to analyse the data finding were (1) considering overall JS and attitude, the teachers were neither satisfied nor dissatisfied with their job, they had a favourable attitude towards teaching (2) teachers of R Schools exhibit a significantly higher level of JS and attitude and more efficiency as compared to N.R. Schools. (3) There was not significant difference between the level of efficiency of male and female teacher. (4) teachers with less experience exhibited higher . JS, ATT and TE. (5) teachers working in autonomous and open climates had a better job than those works in closed climate.

*Parvez Habib Qureshi* (1992) made a comparative study of male and female regular and prospective teachers attitude towards teaching profession. He observed that female regular teachers hold more favourable attitude towards teaching, there is no statistically significant difference in the means of attitude scores of male and female regular teachers and male and female prospective teachers. Female teacher of primary school and female teachers of secondary school do not differ significantly in the degree of attitude towards teaching profession.

*Geeta R. Gida* (1995) made a study to find out the level of mental hygiene and its association with the job-satisfaction of college teachers and to find out reasons for low level of job satisfaction and suggestions for improvement, sample consisted of 240 college teachers from colleges affiliated to Saurashtra University. Data was analyzed using 'r' 't' and 'Anova' findings were – highly significant positive correlation was found between all the factors of mental hygiene inventory and job satisfaction.

(3) Load of work, stress and anxiety had significant impact on job satisfaction.

*Saxena, Jyotsna* (1995) studied teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession. Purpose was to find out teacher effectiveness and job satisfaction, teacher effectiveness and professional attitude (sample comprised 545 teachers from rural or urban school of Garhwal region. Data was analysed using correlation and 't' test. Major findings case (1) both effective and ineffective teachers were found to be well adjusted, derive satisfaction and had favourable attitude towards teaching (2) effective rural, younger and untrained teachers were relatively more satisfied with respect to their jobs in comparison to urban older and trained teachers (3) private, female, graduate,

arts and less experienced teachers had relatively more job satisfaction compared to government, male post graduate, science and more experienced teachers (4) Female, younger, graduate and untrained teachers had relatively favourable attitude in comparison to male, older, post-graduate and trained teachers.

*Shamsuddin, Haji* (1996) The study was undertaken to investigate the influence of socio-economic factors on teachers Career, sample of 200 teachers was selected using random sampling method from Secondary schools of M.P. Data was subjected to percentage analyses. Results showed that marriage influenced men teachers in making a selection of teaching career in view of increasing the burden of the family, but in case of women teachers absence of marriage had influenced their choice of career, most of the male teachers were from the families where fathers were not highly qualified, whereas most of the female teachers were from highly qualified families. It was also observed that in spite of the teacher's liking for the noble and honourable profession of teaching they fail to put their best into it due to their economic difficulties at home. It was also found that almost all the teachers had joint families and they also supported joint family system.

*Shafeeq, Nikhat Yasmin* (2000) made a study of job satisfaction of teachers teaching visually impaired in relation to their adjustment. Objectives were to find out the correlation between job satisfaction and adjustment of teachers teaching in the schools and whether there exists any significant difference between the mean scores of teachers or adjustment with low and high satisfaction. Results of the study showed that highly adjusted teachers had low job satisfaction and vice-versa. Though the relationship between adjustment and job-satisfaction was found to be low and negative.

*Khatoon, Tahira and Hasan, Z.* (2000) investigate the job satisfaction of secondary school teachers in relation to their personal variables : Sex, Experience, Professional Training, Salary and Religion, main purpose of the study was to investigate the job satisfaction among teachers and whether there was any relationship between job satisfaction and personal factors. Findings were – majority of teachers liked their jobs, the female teachers had a greater degree of job satisfaction than the male teachers, and fresher teachers drawing less salary were more satisfied than their seniors who were more experienced and drawing higher salaries.

*Kagathala, A.B.* (2002) made an effort to study the effectiveness of teachers of secondary schools in Gujarat. The main purpose of the study was to determine the effectiveness of teachers in relation to their educational qualification and personality characteristics. The sample comprised of 1800 teachers from Secondary schools. Data were analysed with the help of mean, so and t-test. Findings revealed that the effectiveness of teachers of secondary schools in Gujarat found to be average. The Sex of teachers does not affect the teacher effectiveness. Significant effect of qualification was found on the teacher effectiveness, the teachers with the master degree possess more teacher effectiveness than teachers with the bachelor degree.

*Gakhar, S.C. & Kaur, M.* (2003) investigated into the job satisfaction, interest creativity and attitude towards teaching of teacher educators. The study was conducted on the sample of 215 teachers educators selected from teacher education institutions situated in Punjab State. Mean, S.D. & 't' ration were used to find out the differences between different groups. No significant difference was obtained in the job satisfaction of B.Ed. and NIT as well as ETI and NII teacher educators. IN case of attitude towards teaching, significant difference was found between B.Ed. & NTI as well as

between ETI and NTI teacher educators. Male and female were differed significantly on job satisfaction.

*Ahmet, S.* (2003) studied a Turkish Profile of prospective elementary school teachers and their views of teaching. The objective of the study was to explore the characteristics and perception of those currently entering in elementary teacher education. A questionnaire. Consisting of fixed response, Likert-style and open ended questions were administered to all entry level elementary teacher education student (n = 381) enrolled in the faculty of education of seleuk university to seek information about their background, characteristics past and preferred elementary schooling experiences, reasons for choosing elementary teaching as career. Result indicated the significant difference existed between male and female prospective teachers perception of teaching profession.

*Vishwanathappa, G.* (2005) carried out a study on attitude towards teaching and teaching competency. The main objective of the study was to measure the attitude towards teaching and teaching competency of student teachers at secondary level. Sample consisted of 200 student teachers from Sri Krishnadev Araya University, Anantpur. Findings towards teaching profession predict their teaching competency. Age, father's occupation , father's education of student teachers do not predict their teaching competence.

*Devi, N.S.* (2005) conducted a study on assessment of attitude towards teaching purpose of the study was to assess the attitude of B.Ed. trainees towards teaching profession, and found out the relationship between attitude towards teaching and performance in entrance examination of B.Ed. trainees.

The sample comprised of 76 student teachers from Chennai. Major findings were there exists a positive and significant relationship between attitude towards teaching and performance in B.Ed. examinations . There was no significant difference in the attitude of student teachers with graduation, post graduation, qualifications towards teaching.

*Tarya Sargent and Emily Hannum* (2005) examined the factors leading to satisfaction among teachers serving poor rural communities they analyze a survey of rural primary teacher, principals in Gansee (China). Objectives were, teachers are more satisfied in communities with greater economic and social resources, and in communities that are less remote. Teachers are more satisfied in schools with better economic resources, in larger schools in schools where there are more opportunities for professional advancement school where the workload is lighter. Main findings were – younger and better educated teachers were less satisfied, female teachers were more satisfied, teachers were more satisfied in schools with more resources available for teaching and learning, also where they were paid on time, teachers with greater workload tends to have higher level of satisfaction, there were negative relationship between salaries and teacher satisfaction.

## 1.5 ISSUES OR PROBLEMS

Recent National and International studies carried out in a number of countries have drawn attention to the degree of Job-satisfaction among teachers. In general, it has been found that context seems to be the most powerful predictor of overall satisfaction. However, given that most of the International studies on teacher's satisfaction have been conducted in developed countries, one realizes the need in the available literature for similar research in developing countries as well.

Job satisfaction is good, not only for employees but employers too. It increases productivity and decreases staff turnover [*Shamina Tasneem – Family Practice Management (1999)*]. It is important for the teachers in elementary education to be satisfied with their profession. The satisfaction can make them devoted and committed to their responsibilities. But such satisfaction is hindered by some organizational as well as cultural phenomena. The financial benefits, the rewards or punishment system, in group relationship, the culture of the organization and society etc. contribute to affecting their satisfaction. A few studies indicates that unfavourable physical environment of school, overcrowded classrooms, lack of facilities, irrelevant and inflexible curriculum, improper management, government policies are potentially responsible for teachers dissatisfaction. This includes '*Mark Schneider (2003) Roy Franklin Morris (2003)*).

Problems in this regard are –

- (a) The unfavourable working environment, unhealthy interpersonal relationship makes them dissatisfied.
- (b) Poor salary and status keep teachers away from being work with full devotion.

- (c) The female teachers are not equally treated in comparison with their male counterpart.
- (d) Over burden or overpressure on elementary teachers due to government policies like duties performing in polio booths, elections booths etc. make them inactive in teaching process.
- (e) Many teachers in elementary schools are unqualified and untrained, many have unfavourable attitude towards teaching profession.

Although, teacher's job satisfaction has been given due emphasis by the researches in education yet the area of elementary school teachers with the variables like self concept, professional attitude and socio-economic status has remained untouched. However, the investigator finds out few research studies which are indirectly related to the problem of Job satisfaction with the variable self concept or professional attitude or socio-economic status but such variables are not taken together, they are separately studied or studied alongwith one variable. These above facts inspire the investigator to choose such study.



## **CHAPTER - II**

### **THE PROBLEM**

Work occupies an important place in the life of the man it is the major source for the satisfaction of the biological, psychological and social needs of an individual as well as the best single determinant of social class. Suitability of work, therefore, is very important for job satisfaction, and the general mental health of the individual. Satisfaction in work might be logically expected to be the outcomes of having appropriate attitude and interest. Other factors such as abilities to earn for living, will also be likely to affect satisfaction, but liking for the work activities would also seem to be a major contributory factor. Satisfaction can be ascertained by asking people how well satisfied they are, but for their responses to be meaningful, they must be able to differentiate between satisfaction derived from their work activity, from their work situation, from the status bestowed upon them by their work and from the various other areas of living which are associated with their work. Teachers' identification with the profession is essentially determined by the job satisfaction. It improves the performance as well as the effectiveness of an individual irrespective of the nature of the work. This is why the understanding of the dynamics of job satisfaction requires a serious consideration by all concerned. For the professional preparation of the teachers, the study of job satisfaction held by them is very important. The optimum level of efficiency is attained by the teacher by virtue of his being satisfied at his job, whereas on the contrary dissatisfaction hampers his functioning to any useful purpose. Satisfaction identifies the teacher with his profession and dissatisfaction keeps him in ever readiness to get out of it at

the earliest available opportunity. In addition a teacher's satisfaction with their job not only influence his behaviour in classroom but also influence the behaviour of the pupils. Moreover, effective and productive learning on the part of the students can be achieved by satisfied teachers with their work. There is no doubt that the teacher is the pivot in the scheme of education on which the progress of the nation depends but now this profession has become one of the most unattractive profession. The reason is that teachers have developed a negative outlook for the profession. If teacher's act ungracefully against the profession the pupils will not prefer to enter in teaching . As a matter of fact, if teachers join the profession, influenced by negative factors, they would not be able to devote their heart and soul in their work and consequently adverse affect on educational standard may be witnessed. The lack of sincerity and seriousness usually found among teachers about their profession is really a matter of great concern. National policy on Education (1986) suggested that the government and the community should endeavour to create conditions which will help to motivate and inspire on constructive and creative line ,factor analysis of job attitudes, Questionnaires indicate that job satisfaction can be regarded as the composite of a number of moderately co-related component attitudes such as satisfaction with pay, satisfaction with supervision satisfaction with co-workers and the satisfaction with work. Teaching profession in general, does not attract individuals for reasons of disparities in emoluments, social and economic prestige.

Report of the Education Commission (1964-1966) "All teachers salaries should be reviewed every five years and the dearness allowance paid to teachers should be same as that paid to Government servants with the same salary (3.21, 57-58). A teacher who makes a sincere attempt at his job faces many shortages and obstacle. Like in tribal areas good school

buildings, are very few and many schools are located under make shift structures. The effect of those unattractive surroundings on the reluctant teacher and unenthusiastic tribal child can be easily imagined. Generally teachers are facing shortage of teaching aids like proper blackboard, maps etc. sometimes language problems causes an important communication problem between teacher and tribal students in crucial early schooling period these above problems causes teachers leaving job.

Two examples of studies in this regards which reports the reasons of leaving teaching job come from the 'National Association of Head Teachers' (NAHT) and a Gallup poll Commissioned by the Daily telegraph. The NAHT surveyed its members who retired in 1988 and found that 'a total of 162 (45.9%) of all respondents retired in the first eight months of the same year because of pressure stress and disillusionment. Second telephone survey of 524 teachers by social surveys (Gallup Poll) Ltd. in April 1989, find out the cause of leaving job and reported that 23 percent of the primary teachers surveyed are 'actively considering leaving teaching' with 'stress' and 'work load' .

These stress and work load may arise due to many reasons. Job satisfaction is a necessary condition for a healthy growth of the teacher's personality. His satisfaction depends on the students. But job-dissatisfaction leads to psychological strain. A teacher at present has a vulnerable position and he has low self-esteem and that is the main reason for psychological stress. Teachers are overburdened with not only regular teaching load, but some other extra curricular activities including administrative and clerical duties due to which his role as a teacher gets affected.

Teachers are facing many problems related to school, administration, curriculum, socio-economic status, colleagues, students-teachers relations etc. which causes dissatisfaction among teachers. Job dissatisfaction has

been found to be associated with a higher rate of absenteeism. It not only results in unhappiness to the individual, but also leads to wastage of the human and material resources of the society. It is therefore, necessary to make rigorous attempts and induce genuine love and enthusiasm among teachers towards their noble job. It is necessary to develop values and sense of dedication and devotion in teachers so that they may develop a favourable outlook towards teaching profession.

Numerous studies have been conducted from time to time on job satisfaction among industrial workers but scarcely the work has been done in this field using samples of elementary school teachers with variables like self concept, professional attitude and socio-economic status. This being the reason the investigator undertook the present study. The general purpose of this investigation is to study the job satisfaction among elementary school teachers in relation to their self-concept , professional attitude and socio-economic status.

### **Statement of Problem :**

“A study of Job Satisfaction among elementary school teachers in relation to their self concept, professional attitude and socio economic status”.

### **2.1 Operational Definations of Key Concept :**

Definations are of two types – Conceptual and operational. The conceptual definition indicates how a variable can be conceptualized theoretically. It is of academic significance operational definition on the other hand, tells how a variable can be measured, therefore, to avoid any confusion regarding key terms used in problem, these have been

operationally defined. Operational definition has specific in research. A research cannot work with a variable unless he defines it operationally. The present investigation involves key terms namely, Job satisfaction, Elementary school ,teachers, Self concept, Professional attitude and Socio-economic status.

### **2.1.1 Elementary School :**

Our educational system has been divided into several stages such as elementary, secondary and higher education. The elementary stage is the lowest in the ladder. According to Carter V. Good, elementary school is “A school having a curriculum offering work in any combination of grades 1 to 8<sup>th</sup>” . In India, the first 8 years of schooling constitute the Elementary Education which comprises classes 1 to VIII which is sub-divided into primary stage (Class I – V) and upper primary stage (Class VI – VIII). In the present study, the upper primary stage of classes VI to VIII has been considered appropriate for actual conduct of the study.

### **2.1.2 Teachers :**

According to *Carter V. Good* , a teacher is “a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution whether public or private”. According to *woodring* (1957), the ideal teacher for a self-contained classroom of elementary school children “would possessed of an impossible combination of virtues” : masterly understanding of the learning process; ability to arouse and sustain the interest of children from a wide variety of social, economic and intellectual backgrounds; scholarly knowledge of varied school subject; warm sympathetic personality; and an ability to cooperate effectively with parents”. In the present study, teachers who teach classes VI – VIII (age group 11 – 14 years) are selected.

### **2.1.3 Job Satisfaction :**

Job satisfaction is very difficult to define because the concept of satisfaction is highly subjective. Similarly, the phenomenon of 'Job satisfaction' varies from subject to subject and individual to individual. A generally acceptable definition of the term is provided by Vroom (1964) who states, "Job satisfaction is the positive orientation of an individual towards the work role which he is presently occupying". Mumford (1970), states, "Job Satisfaction can be defined in terms of the degree of 'fit' between organization demands and individual needs and that the employee's satisfaction with his job and the employee's satisfaction with work performance will only be high where this fit is a good one". Russel (1975) observes, "Job satisfaction is a function of the importance attached by the workers to the extent to which needs are generally met in the work situation relative to the way in which those workers have ordered their wants and expectations". Locke (1976) produces a comprehensive definition of job satisfaction as "Job satisfaction results from the appraisal of one's job as attaining or allowing the attainment of one's important job values, providing these values are congruent with or help to fulfill one's basic needs. These needs are of two separable but interdependent types; bodily or physical needs and psychological needs especially the need for growth. Growth is made possible mainly by the nature of the work itself". Kalleberg (1977), in his definition, states "Job satisfaction refers to an overall affective orientation on the part of individuals towards work roles which they are presently occupying". Webster's Dictionary defines job satisfaction as the "Fulfillment of a need or want from a piece of work".

In this present study author has accepted the definition given by Vroom (1964). The satisfaction/dissatisfaction Inventory by Pestonjee has

been developed on the basis of the multiplicative model of job satisfaction exploring satisfaction with number of on-the-job and off-the-job factor (*Vroom* 1964). The four areas of this inventory include (i) Job (ii) Management (iii) Personal Adjustment (iv) Social relation.

First two of the above include on-the-job factor while the later two contain off-the-job factor.

#### **2.1.4 Self-concept :**

Self concept appears to be a comprehensive and exhaustive area which can represent the personality at large. Recognizing its broader coverage than any other trait of personality, self concept has been chosen as one of the possible dimensions, which gives direction to the whole life. The term 'Self-concept' is coined by Raimy in 1943. According to him, Self concept refers to one's understanding of himself/herself which people consults during the events of crises. In other words it can be said that Self-concept answers to the question that what I am?

#### **2.1.5. Professional Attitude :**

*Morgan* (1934) defined it as "Attitudes are literally mental postures guide for conduct to which each new experience is referred before a response is made". *Thurstone* (1946) "An attitude as the degree of positive or negative affect associated with some psychological object". By Psychological object *Thurstone* means any symbol phrase, slogan, person, institution ideal or idea towards which people can differ with respect to positive or negative affect. Here, in this present study investigator has accepted the definition given by *Thurstone* (1946). Professional attitude scale by J.C. Goyal (developed on the basis of *Thurstone* technique of attitude scale construction) has been chosen by the investigator to measure professional attitude of teachers.

### **2.1.6 Socio-economic Status**

S.E.S. has been pointed out by *cattell* in 1942 that “Socio-economic status is determined by the occupation”. According to the International dictionary of Education Socio-economic status is defined as “person’s position in any given group, society or culture as determined by education, occupation, wealth and social class (Thomas et.al. 1978).

## **2.2 Objective of the Study :**

Every research study deals with the solution of some problem of human interest. That is why the researcher has a definite purpose in mind. He/she has certain specific aims/goals to achieve through his/her research work. Such specific goals or purposes of research are technically termed as objectives. Every research work must have some objectives to achieve without which no research can be conducted. The entire research process is guided by the objectives which have been explicitly and presently spelled out by the investigator in advance.

The present study aims to achieve following objectives

1. To find out the general level of job satisfaction among elementary school teachers.
2. To study the gender differences in the level of job satisfaction among elementary school teachers.
3. To study the impact of self concept on job-satisfaction in relation to gender differences.
4. To study the impact of professional attitude on job satisfaction in relation to gender differences.
5. To study the impact of socio-economic status on job satisfaction in relation to gender differences.



### **2.3 Hypotheses :**

In order to give proper direction to investigation it is necessary to formulate certain research hypotheses, which may be tested against empirical data. In developing these hypotheses the investigator is guided by the result of previous researches in the field. In keeping with the objective of the study the following research hypotheses are formulated:

1. There is no significant difference in the level of job-satisfaction between male and female teachers of elementary school.
2. There is no significant difference in the self-concept of male and female teachers.
3. There is no significant difference in the professional attitude of male and female teachers.
4. There is no significant difference in the socio-economic status of male and female teachers.
5. There is no significant difference in the relationship between job satisfaction and length of service among elementary school teachers.
6. Self-concept, Professional attitude and socio-economic status are not the significant predictors of job satisfaction for each gender and combined group.

### **2.4 Significance of the Study :**

It is evident from the survey of literature that a good number of studies are available which have studied job satisfaction in relation to self concept but the studies related to job satisfaction with variables like professional attitude and socio-economic status have been scarcely studied, but it is a fact that whatever the studies on the related problems are available,

these have not been studied on the sample of elementary school teacher. As we know that self concept is a central theme around which a large number of the major aspects of personality are organized. Present study will help us to understand the teachers way of thinking, feeling and behaving. Despite this factor we cannot ignore the significance of socio-economic status of teachers which influences the way of living, teachers status determines his/her adjustment in the job. If a teacher feels dissatisfied with his profession and does not take interest in reshaping the lives of the children, the children are not likely to develop their potentialities and capacities to the maximum degree

Kothari commission(1964-66),recommended that teachers social and financial status should be raised so that the talented youths may find teaching profession a respectable job .As a matter of fact if teachers are not satisfied with their job ,they will not be able to devote their heart and soul in their work and consequently adverse affect on educational standards may be witnessed.

These above facts signify the relevance of the present endeavour which will be taken up for the degree of Doctor Of Philosophy In Education.

## **2.5 Delimitations :**

It is generally not possible in a single research study to cover every aspect of variables associated with the problem under investigation. Although, the problem is very natural and is prevalent everywhere, yet due to paucity of time and resources, all the aspects, variables could not be covered which makes the study limited in several ways. It is limited in terms of population covered, sample selected, scope of variables studied, the scope

of generalizability of its findings and so on. The following are the delimitations of the study :

1. Present study is limited to Elementary school teachers only and takes into account both male and female teachers.
2. Although there is a large number of variables influencing Job-satisfaction of teachers. Only three of them namely, Self-concept, Professional attitude and Socio-economic status will be studied.
3. As the study is confined to elementary school teachers, its findings can't be generalize to secondary and higher education system.

## **CHAPTER III**

### **DESIGN AND METHODOLOGY**

Research is a systematic and objective attempt to provide answers to certain questions. The purpose of research is to discover and develop an organized body of knowledge which is characterized by systematic, objective and logical procedures. It is systematic because it involves certain steps to be followed in a definite order. It is objective because the researcher tries to eliminate personal biases and makes every possible effort to ensure objectivity in the methods employed, data collected and conclusions drawn. The researcher develops an objective and scientific design for the smooth conduct of his research. He also makes a logical examination of the procedures employed in conducting his research work so that he might be able to check the validity of the conclusions drawn. [Along with the significance, relevance and researchability of the problem selected for investigation]. The methodology followed is also equally important for determining the dependability, usefulness and generalizability of the findings. In spite of appropriateness of the problem and tools selected, if the procedures and methodology are not up to the mark, it leads to misleading results. That is why this aspect of the study is considered to be very important. Thus, the success of a researcher lies in his/her choice of methodology to be used, methodology includes all the plans, techniques and strategies followed in carrying out the research study. This chapter reports in detail the design of the present study including techniques of sample selection, development of research tools, data -

collection and analysis. The details of these aspects of the investigation are given in the following sections.

### **(3.1) Research Design**

Research design is a plan, structure and strategy for conducting the research . It deals with matters such as selecting participants for the research and preparing for data-collection. Thus the research design may be defined as a sequence of those steps taken ahead of time to ensure that the relevant data will be collected in a way that permits objectives, analysis of the different hypothesis formulated for achieving the objectives of research problem. *Kerlinger* (1986) identified two basic purposes of research design.

#### **(a) To provide answer to research questions :**

Research design answers the research questions as objectively, validly and economically as is possible. Infact , it is an important function served by any research design. The research problems are generally epitomized by the hypothesis. A research design suggests how to collect data for testing these hypothesis, which variables should be treated as a control variable, what methods of manipulation will be more adequate in a particular context, what type of statistical analysis should be done and finally provides answers to research problems. Thus a research design, after moving through the sequence of different related steps, enables the researcher to draw a valid and objective answer to research problems.

#### **(b) To control variance :**

A research design also acts as a control mechanism. In other words, it enables the researcher to control unwanted variances. In any scientific investigation there are three types of common variances, namely the

experimental variance, the extraneous variance and the error variance with which the researcher is directly concerned.

A good research design assists in understanding and interpreting the results of the study and ensures that a researcher obtains usable results. *Lindquist* (1956) pointed out that “the researches are designed to proceed in a planned manner to control variance and to answer pertinent research questions”. The design is the general structure of the experiment, not its specific contents, (*Myers*, 1980). Main function of experimental design is to maximize the effects of systematic variance. Control of extraneous source of variance and minimize the error variance *Boota* (1989), *Mohsin* (1984) opines, “Research design depicts the plan which states the relation between observed facts and events on the basis of conclusions could be drawn”.

### **3.2 Variables of the Study :**

A variables as the name implies, is something, which varies. This is the simplest and broadest way of defining a variable. However, a behavioural scientist attempts to define a variable more precisely and specifically. From his point of view, variables may be define as those attributes of objects, events, things and beings, which vary and can be measured. In other words, variables are the characteristics or conditions that are manipulated controlled or observed by the experimenter. Commonly accepted classifications are presented below.

#### **(i) Dependent variable :**

It is defined as one about which the experimenter makes a prediction. Dependent variable is also known as the response variable. It is the factor which is observed and measured to determine the effect of the independent

variable by the experimentation. In the present study the investigator has taken the Job-Satisfaction as dependent variable.

**(ii) Independent Variable :**

It is defined as one which is manipulated, measured and selected by the experimenter for the purpose of producing observable changes in the behavioural measure (Dependent variable). In other words, the independent variable is the variable on the basis of which the prediction about the dependent variable is made 'Underwood (1966) calls the Independent variable as the stimulus variables. The occasional synonym of Independent variables is controlled variable. In the present study, the investigator has taken self concept, professional attitude and socio-economic status as independent variable as their effect on the dependent variable (Job Satisfaction) is studied.

### **3.3 Procedural Steps :**

Plan of a research study is an overview of the total layout including a consideration of how the work is to be executed. It is at this stage the decision, crucial for the achievement of the objective of the study are made. These decisions include that what measures are used for gathering data? How population has been defined and sampled? What kind of data relevant to the study are to be collected? And finally how it is to be analyse? The methodology followed in present study has been marked out in accordance with its objectives as indicated in the previous chapter. The present study endeavour to investigate 'Job Satisfaction' among elementary school teachers in relation to their self concept, professional attitude and socio-economic status. As such the study requires suitable measuring tools and appropriate statistical procedures. So we can conclude from above that the

aim of a scientific endeavour is to ascertain facts and analyze them into a objective manner, to workout to make design systematic, analyzes data and present the data in the light of whatever parallel findings are available (*McGuigan 1969, Edward 1956; Seigal and Castella 1989*). A scientific research is carried out in a planned and a objective manner so that the researcher should have to be careful in selecting samples by means of most appropriate sampling techniques selecting standardized tools to collect information and choosing appropriate statistical technique for data analysis, all these vital steps are essentially needed to make a research investigation more systematic and objective and it will be helpful in predictions and making out meaningful conclusions. The present investigators take maximum precautions to go through the steps needed to pursue scientific investigations to complete the small piece of research work.

### **3.3.1 Sampling :**

The sample size owned its selection techniques plays significant role in behavioural science research and carrying out the statistical analysis of the data and in the generalizability of results. In fact sampling is a process of selecting a small part of a population ( in statistical term, population may be defined as any identifiable and well specified group of individual) in presenting to characteristics of entire population of which the sample is a part. (it is generally believed that in almost, all practical situations a study of a relatively small part of the population called sample, cando a satisfactory job) *Kerlinger (1983)* stated that the sample is a portion of population of universe as to be the representative of that population of universe.

A good sample has two characteristics :

- i) It should be sufficiently large in size.



ii) It should be a cross section of the population.

The second characteristic is also known as 'representativeness'.

The adequate sample size and the method of selecting sample from the population of interest enables an investigator to draw meaningful conclusions and helpful in making generalization about the population of which the samples are drawn. The sample of the present study consisting of elementary school teachers, (who teaches class VI - VIII ) in the schools of different states of India. This study is carried out in middle/high schools of four States of India viz. Uttar Pradesh, Haryana, Himachal Pradesh and Rajasthan. Present study is conducted in 23 schools on 499 teachers including 283 female and 216 male. The selection of the states and schools are made on the basis of Accidental/Incidental Sampling.

## LIST OF THE SCHOOLS OF DIFFERENT PROVINCES

S.No.	State	Schools with Address	Total Strength	Elementary Teachers
1.	Himachal Pradesh	1. Govt. Sr. Sec. School, Pontamora <u>Shimla</u>	70	20
		2. Govt. Sr. Sec. School Lalpani, <u>Shimla</u> .	80	22
		3. ABM Sr. Sec. School, Maranoa, <u>Palampur</u> .	38	20
		4. Govt. Sr. Sec. School, Bawarna, <u>Kangra</u> .	45	20
		5. St. Lukes Sr. Sec. School, Mall road, <u>Solan</u> .	50	18
		6. Govt. Girls School, Mall Road, <u>Solan</u>	70	23
2.	Rajasthan	1. Govt. Girls Madhyamik School, Shakarpura, <u>Kota</u> .	9	9
		2. Sophia Sr. Sec. Grils Convent School, Bhallabnagar, <u>Kota</u> .	60	21
		3. St. John's Sr. Sec. School Boondi Road, <u>Kota</u> .	50	17
		4. Neerja Modi School Mansarovar, <u>Jaipur</u> .	80	20
		5. St. Xaveer's School C-Scheme <u>Jaipur</u> .	60	20
		6. India International School Mansarovar, <u>Jaipur</u> .	60	18
3.	Haryana	1. Teresa Sr. Sec. School, Kunj Pura, <u>Karnal</u> .	65	13
		2. D.A.V. Centenary School, Rly. Road, <u>Karnal</u> .	40	18
		3. Sherwood, Convent Sr. Sec. Qutub enclave, <u>Gurgaon</u> .	50	16
		4. Amity International School, <u>Gurgaon</u> .	80	32
		5. D.A.V. Public School, Sector - II, <u>Gurgaon</u> .	65	19
4.	Uttar Pradesh	1. D.P.S., Agra Road, <u>Aligarh</u>	80	15
		2. G.G.I.C., Khimi Gate, <u>Aligarh</u> .	65	20
		3. Abdullah Girls High School, <u>Aligarh</u> .	75	35
		4. St. Thomas Sr. Sec. School, Indrapuram, <u>Ghaziabad</u> .	100	30
		5. D.P.S. (Sr. Sec. School) Indrapuram, <u>Ghaziabad</u> .	10	35
		6. St. Pauls Sr. Sec. School, Church Road, <u>Agra</u> .	40	15

### **3.3.2 Data Collection :**

*Miles and Huberman* (1984) have argued that the preliminary analysis of data should proceed concurrently with the collection of data so that the phase of data collection merges with that of data analysis. First, there is the very real danger of assembling such a huge amount of evidence that the analysis becomes an overwhelming task. This not only jeopardizes the completions of the work associated with the analysis phase of the investigation, and in some cases has been known to lead to the termination of a study, but more commonly reduces the quality of the work carried out. A second advantage of undertaking the analysis concurrently with the collection of data is both that gaps in the data become apparent, and new hypothesis and relationship emerges before it is too late to collect relevant data. Third, an understanding of the evidence, which commonly takes time to grow, benefits from the longer period available, sometimes on going analysis permits the preparation of an interim report that is reassuring for the client and facilitates the flow of funding for the study. It is of value to prepare an overall tabular plan for the collection of data to show which items of data are going to be obtained through each particular stage in the enquiry. To some extent such a table serves also as a checklist to ensure that each item of information required for the investigation is collected in the most appropriate way. Here, in this present study, the investigator collected data from the Schools of various states of India according to her convenience, the sample includes 500 elementary school teachers (who teaches class VI – VIII). The teachers are contacted during working hours in the school. Instructions are carefully given to each subjects. They are requested to complete the given data carefully without leaving any question. The incomplete ones are rejected. Only the complete ones are

included in the study. Out of 500 data, 499 are selected and one is rejected due to incomplete information. There are 283 samples of females and 216 are of male. This variation in sampling (male- 216) (female -283) is just because female teachers are much more than the male teachers or we could say that females are preferred in teaching. According to the report of the Education Commission.

“The employment of women teachers should be encouraged at all stages and in all sectors of education. Opportunities for part time employment should be provided for them on a large scale”

According to the HRD Deptt. Of Educatin 1999-2000. The number of female teachers increased from 95,000 in 1950-51 to 11.53 Lacs in 1999-2000 showing that annual growth rate of female teachers are higher than the overall growth rate and growth rate of male teachers, this trend has remained the same at primary as well as middle school levels.

### **3.3.3 Tools Used**

#### **(a) Job satisfaction, Dis-satisfactin Employees Inventory (S.D. Employees Inventory) – Dr. D.M. Pestonjee**

Job satisfaction inventory developed by pestonjee and Akhtar (1974). This Inventory is known as S.D. Employee inventory, it has four areas; Job, management, social relations and personal Adjustment. Each area has 20 items (total 80 items). The items are framed in the form of interrogatory statements. Each item can be responded in terms of ‘yes’ or ‘no’.

**Scoring Procedure :** In the table (i) are indicated the items number and desired responses for each areas of the inventory separately, here, the

scores are obtained in the satisfaction direction. The High scores indicates high satisfaction and low scores indicates low satisfaction .One mark shall be given for each desired responses as indicated in the table 3.5.1.

Table No. i

Areas of S.D. employees Inventory	Yes	No
Job	1,7,13,18,20,21,27,33,35,53,58,61,67,71,78	11,31,47,51,73,74
Management	2,6,14,17,19,22,26,34,46,54,59,62,77,79	37,39,41,42,57,66
Personal Adjustment	50,64	4,8,16,20,24,28,30,36,40,44,48,56,60,63,68,70,76,80
Social Relation	3,5,9,25,45,75	10,12,15,23,29,32,35,43,49,52,55,65,69,72

Norms : Tentative norms have also been developed for the complete inventory and for the four areas separately. These are based on the 33<sup>rd</sup> and 60<sup>th</sup> percentiles and are given below in the Table (ii).

Total Scores of the Inventory	
Classification	Scores
Satisfied	40 and above
Dissatisfied	39 and below
Job Area	
Satisfied	10 and above
Dissatisfied	9 and below
Management Area	
Satisfied	10 and above
Dissatisfied	9 and below
Personal Adjustment	
Satisfied	10 and above
Dissatisfied	9 and below
Social Relations	
Satisfied	10 and above
Dissatisfied	9 and below

### **Reliability and Validity of the Inventory :**

The area wise Split half reliability is found to be +.99 for job, +.99 for management, +.98 for personal adjustment and +.96 for social relations. The construct validity, has been determined by using, the 'known groups' and item test correlation technique (Pestonjee 1973)

#### **(b) Mohsin Self Concept Inventory (MSCI) :**

The MSCI contains 48 items consisting of positively and negatively phrased statements about abilities and strengths pertaining to the cognitive, affective and conative areas. The positively and negatively phrased statements are equally balanced in numbers, all positively phrased statements affirm a positive quality and all negatively phrased statements deny a negative quality. The acceptance of a statement as characterizing oneself signify, in either case, positive evaluation of the self. The entire inventory thus, measure variation in self-regard.

**Validity :** The validity aspect of MSCI is very much clear from the author's original statement, that, "The MSCI was hypothesized to correlates negatively with a short version of Maslow's SI test, adopted by the author, and positively with MPCRI, the Mohsin, Parent Child Relation Inventory, an adaptation of the Parental Behaviour questionnaire developed by *Ojha* (1973). The correlation with Maslow SI test was  $-0.351$ , and with MPCRI it was  $0.396$  for a sample of 150 undergraduate students ( *Mohsin* 1976). Both the values are significant at less than one percent level of confidence.

**Reliability :** Stated two-halves reliability of the MSCI was found to be  $0.57$  for half, and  $0.73$  for the full inventory using the SB formula.

**Scoring** : Scoring procedure of MSCI is very simple. Only those statements to be counted which have been tick marked or check marked by the respondent.

**(c) Teacher Attitude Scale - J.C. Goyal :**

It is a scale consisting of 22 items. It has been developed by Thurstone technique of attitude scale construction. It measures attitude towards the profession of teaching.

**Validity** : Content validity of the scale is ensured by the judges who carefully rated each item. The validity of the scale is also determined by self rating by subjects on a graphic continuum of the scale. It is found to be 0.78.

**Reliability** : Reliability of the scale is determined by the split half method. It is found to be 0.90 by the Pearson Product Moment Correlation method. When corrected by Spearman-Brown formula its co-efficient of correlation is 0.95.

**Scoring** : Each statement has been assigned a scale value. The attitude score of a subject is the sum total of the scale values of the statement ticked by the subject divided by the number of statements marked by him. It may be represented by the following formula.

$$\text{Score} = \frac{\sum 1+2+3 \text{ -----} n}{N}$$

Where 1,2,3 ----- are the scale values of statements marked and N is number of statements ticked.

Thus the mean attitude score of a subject is the average score value of the statements endorsed by him/her. It is to be noted that a lower mean

score indicates a favourable attitude and the higher score indicates unfavourable attitude of a subject.

**(d) Socio-Economic Status Profile : (SESP)**

SESP appears to be the resultant of the position of an individual in a society by virtue of a complex fusion of both (social as well as economic status) of them. SES would, therefore, be a ranking of an individual by the society he lives in. In terms of his material belongings and cultural possessions along the degree of respect power and influence he wields. Socio-Economic Profile is developed by the researcher herself. It is a profile consisting of 12 items. Each item contain three answers in which the respondent has to tick the correct one. While preparing a profile, the researcher is not require to determine the reliability and validity of the profile.

**Scoring** : Scoring of the test is very easy. Each item contains three responses (a,b,c,d) in which the respondent has to mark the right one.

‘a’ part carrying one mark

‘b’ part carrying two mark

‘c’ part carrying three mark

and ‘d’ part carrying four mark

The total of all the answers give the total marks obtained by a subject. These marks are called raw scores.

**3.3.4 Statistical treatment of the Data :**

The scores obtained from different tests used for the present study are analysed statistically. The main statistical techniques used for the data analysis are the coefficient of correlation to see the relationship between all



the variables selected for the study. In addition to it, 2 x 3 way ANOVA is applied for finding out the main and interactional effects of independent variables over the dependent variables. 't' test was also used for knowing the significance of difference between job satisfaction among male and female teachers.

A brief description of the statistical techniques has been presented below :

(A) **Mean** : Arithmetic Mean or Mean is the value obtained by adding together all the scores and by dividing this sum by the number of scores

$$\text{Mean} = M = \frac{\sum X}{N}$$

Where

M = Arithmetic Mean

$\sum X$  = Total of individual scores

N = Number of scores

(Garrett, H.E. and woodworth, R.S., 1881, P.27)

(B) **Standard deviation** : It is also known as 'root mean Square deviation' because it is the square root of the mean of the squared deviation from the arithmetic mean. It is denoted by the Greek letter  $\sigma$ . S.D. measures the absolute dispersion or variability of a distribution. The greater the amount of variability the greater the S.D., the greater will be the magnitude of deviation of the values from their mean. A small S.D. means a high degree of uniformity of the observations as well as homogeneity of a series.

### Standard Deviation (SD)

$$\sigma = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where

X = raw scores

N = number of scores in the distribution.

[Garrette, H.E. and Woodworth, R.S. 1981, p. 53]

( C ) **Correlation** : When variables co-vary or vary together they are said to be correlated. Correlational analysis help in determining the degree of relationship between two or more variables. Correlation reduce the range of uncertainty, as predictions based on correlational analysis are more reliable. It is possible that one variable increases the other decreases. When increase in one variable is accompanied by increase in the other variable i.e. change in variables is in the same direction then they are said to be positively correlated. When one variable increases and the other decreases i.e. change in variables is in the opposite direction then they are said to be negative correlated. Co-efficient of correlation is the ratio which expresses the extent to which change in one variable are accompanied by or are dependent upon changes in the other variable. Coefficient of correlation is denoted by 'r' value of correlation vary from - 1 to +1.

Method of Calculating Coefficient of Correlation : There are two major methods of calculating the Coefficient of correlation – Rank difference method and Product Moment Method. In the present study the investigator has used the Product Moment Method for calculating the correlation. This method was given by Karl Pearson.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}$$

In this formula,

X and Y are obtained scores.

$\sum X^2$  = sum of the Squared x value

$\sum Y^2$  = sum of the Squared y value

N = number of cases.

(SINGH A.K. p.445)

This method is based on individual raw scores. This method is used in large samples with proper arrangement of data. This gives the accurate degree of correlation.

**(D) 't' test**

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

$M_1$  = Mean of the I group

$M_2$  = Mean of the II group

$\sigma_1$  = Standard deviation of I group

$\sigma_2$  = Standard deviation of II group

$N_1 + N_2$  - Number of cases in I and II group

(Guilford J.P. 1950 p. 157)

**(E) Analysis of Variance (ANOVA) :**

This method was given by R.F. Fisher. Analysis of variance is a class of statistical techniques through which the overall difference among two or more than two sample means are studied and its significance is

tested. Analysis of variance is also referred to by its abbreviation i.e. ANOVA. ANOVA is of two types – Simple ANOVA and complex ANOVA. In the present study the investigator has used complex ANOVA.

Complex ANOVA / Two way ANOVA – In complex ANOVA there are two or more than two independent variables which are used to form the basis of classification of groups.

Such ANOVA is suited to factorial design. Statistically, the F ratio is calculated as

$$F = \sigma_1^2 / \sigma_2^2$$

Where F = F ratio

$\sigma_1^2$  = Larger variance /Between groups variance

$\sigma_2^2$  = Smaller variance/ Within groups variance.

Between groups variance refers to variation among the means of each group from the total or grand mean of all groups. Within Groups Variance refers to the average variability of scores within each group.

Singh A.K. p. 441

### **ANOVA in AxB (2 x 3) Factorial design :**

Factorial ANOVA is the statistical method that analysis the independent and interactive effects of two or more than two independent variables on a dependent variable.

(Kerlinger, F.N., 1983 pp. 245-252)

### **(F) Multiple Regression :**

The statistical technique of multiple regression analysis deals with the problem of estimating dependent variables by using a weighted linear combination of several independent variables in order to evaluate the relative role of self-concept, professional attitude and socio-economic

status in determining Job satisfaction multiple regression analysis is used. Multiple Regression analysis as a statistical technique follows a linear model in which predicted scores on the dependent variable is expressed as weighted linear combination of the predictor variables. The mathematical model that fits into this approach can be expressed by the following equation.

$$\hat{Y} = b_1 x_1 + b_2 x_2 + b_3 x_3 + \dots\dots\dots$$

Where  $\hat{Y}$  represents the predicted for an obtained score  $y$   $x_1, x_2, x_3 \dots\dots$  represent raw scores on the independent variables,  $b_1, b_2, b_3 \dots\dots$  are weights applied to the predictor variables to form linear combination a 'a' represents the constant term.

The stepwise, method is used in carrying out a multiple regression analysis. There are three approaches followed in stepwise regression analysis. First, the approach starts with a single predictor variable that yields the highest correlation coefficient with the criterion and then adds successive predictors until a statistical point is reached beyond which none of the remaining predictors makes a statically significant increment to the variance accounted for in the criterion variable. This solution sometimes called forward solution. Second, the approach begins with the total composite of potential predictors and successively drops from it those predictors whose absence in the regression equation does not reduce the size of the accountable variance to a statistically significant degree. This is sometimes known as backward solution. Third, the method is the most scientific one and is used very commonly. In this case in method identifies in step one the independent variable that is the best predictor. In the second step the next best predictor with a high validity coefficient and low and statistically insignificant correlation with the predictor identified in the first

step. In the third step, the next best predictor with high validity coefficient and statistically insignificant correlations with the two predictors already added in the regression analysis. This process is discontinued when further addition of any predictor ceases to make significant contribution to the accountable variance. In this way the method identified a smaller number of potential predictors than the total number available predictors. This is the method which is followed in the present study . The whole analysis is done on computer by using SPSS package.

## **CHAPTER - IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

In the present study, the investigator has used a number of statistical techniques like means, standard deviations, correlation t-test, multiple regression and ANOVA. Correlation is used to find out the relationship among dependent and independent variables, 't' test is used to find out the general level of job-satisfaction between male and female teachers. ANOVA is used to see the impact of self concept, professional attitude and socio-economic status on Job-satisfaction of male and female teachers and multiple regression is used to find out the determinants of job satisfaction.

#### **4.1 Job Satisfaction**

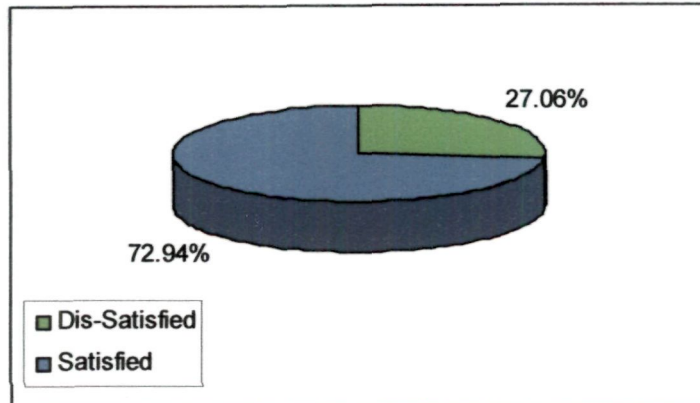
In the present study, the researcher has administered the S.D. inventory (satisfaction/dissatisfaction) by Pestonjee to find out the job-satisfaction (among elementary school teachers) to a sample of 499 teachers. This inventory has 4 areas as follows :

- (a) Job
- (b) Management
- (c) Social Relations
- (d) Personal Adjustment

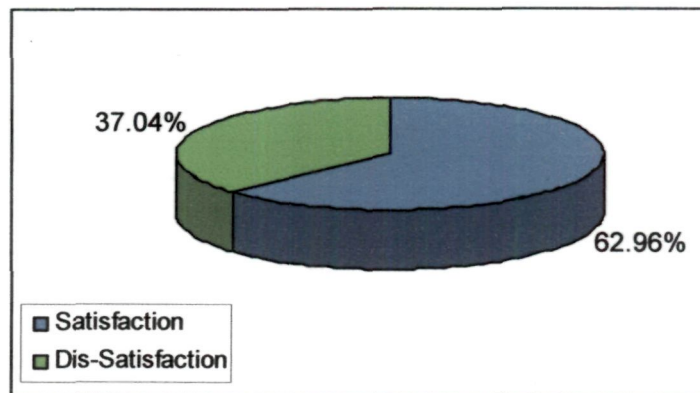
Each area has 20 items, hence among the 4 areas total number of items are 80, out of which the individual who score 50% of the total number of items i.e. 40 numbers or above is considered satisfied and individual who

**Fig. – 1 :**

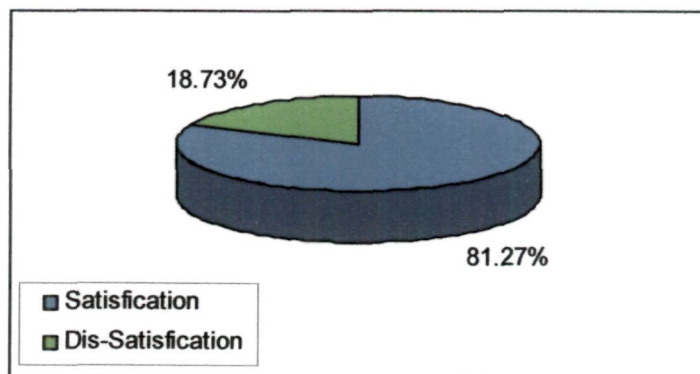
**Graph Showing Percentage of Satisfaction and Dis-Satisfaction for Each Gender and Combined Group**



**COMBINED**



**MALE**



**FEMALE**



scored below 50% i.e. 39 or below in numbers, is considered dissatisfied (it is given in the norms of the inventory refer to table No. ii of Chapter III

**TABLE 1 : SHOWING OVERALL SATISFACTION DISSATISFACTION  
(PERCENTAGE) FOR EACH GENDER AND COMBINED  
GROUP OF TEACHERS**

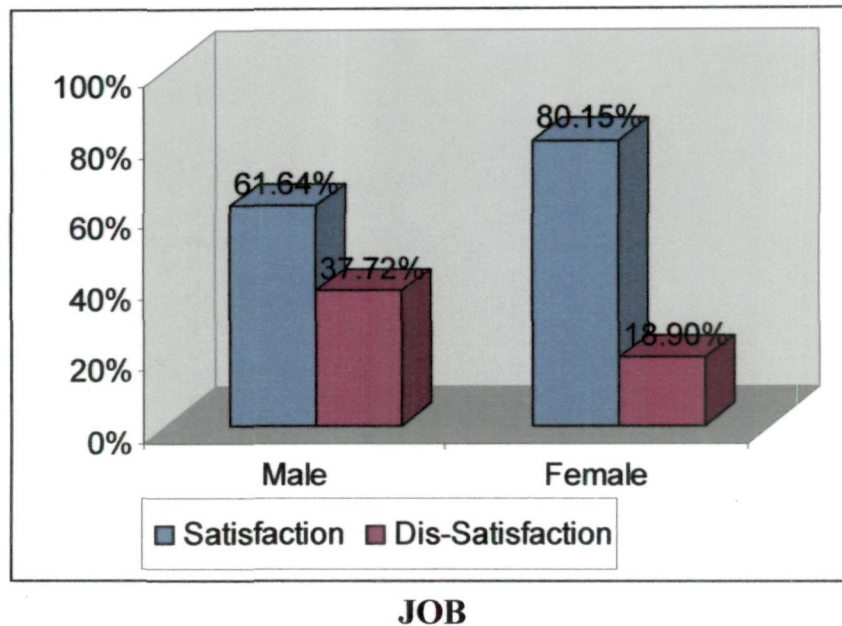
Gender	Satisfaction	Dis-satisfaction
Male	62.96	37.04
Female	81.27	18.73
Combined	72.94	27.06

**Table 1:** shows the level of job-satisfaction of the entire sample of 499 teachers in which when we take combined group of teachers 72.94% teachers are satisfied and 27.06% are dissatisfied. If seen gender wise i.e. male teacher (N=216) 62.96% are satisfied where as female teachers (N=283) 81.27% are satisfied. 37.04% of the male teachers and 18.73% of the female teachers are dissatisfied with their job (based on norms of the inventory, refer table No. ii.

**Figure (1)** is the graphical representation of the overall satisfaction and dissatisfaction of combined group of teachers in which 72.94% teachers are satisfied and 27.06 % are dissatisfied. If seen gender wise 62.96% male teachers are satisfied and 37.04% dissatisfied and female teachers are 81.27% satisfied and 18.73% dissatisfied.

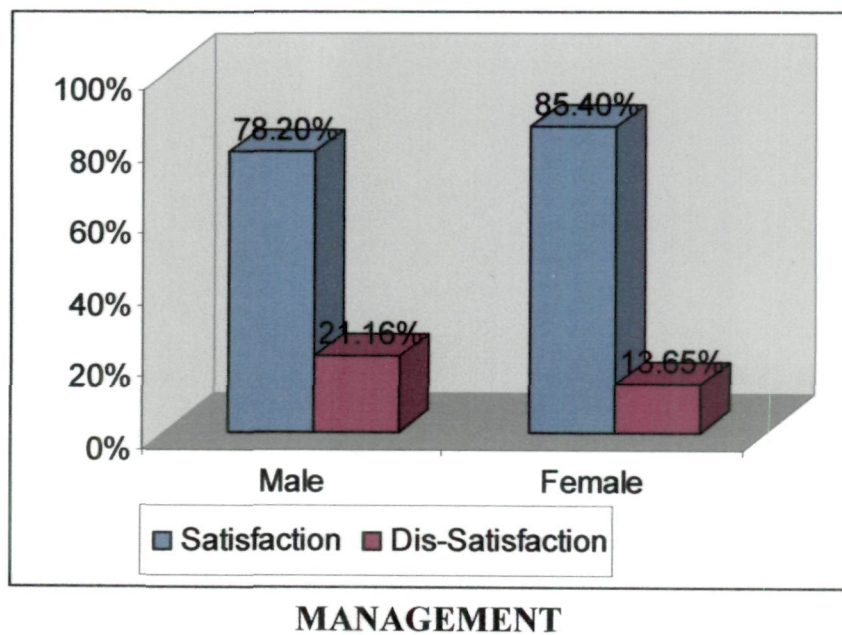
**Fig. – 2 :**

**Graph Showing Satisfaction and Dis-Satisfaction  
Among Male & Female**



**Fig. – 3 :**

**Graph Showing Satisfaction and Dis-Satisfaction  
Among Male & Female**



**TABLE 2 : JOB SATISFACTION AND DISSATISFACTION  
AMONG MALE AND FEMALE TEACHERS**

Gender	JOB		MANAGEMENT		SOCIAL RELATIONS		PERSONAL ADJUSTMENT	
	SAT.	DIS	SAT	DIS	SAT.	DIS.	SAT.	DIS.
MALE	134	82	170	46	148	68	126	90
%AGE	61.64	37.72	78.20	21.16	68.08	31.28	57.96	41.40
FEMALE	229	54	244	39	270	13	204	79
%AGE	80.15	18.90	85.40	13.65	94.50	4.55	71.40	27.65

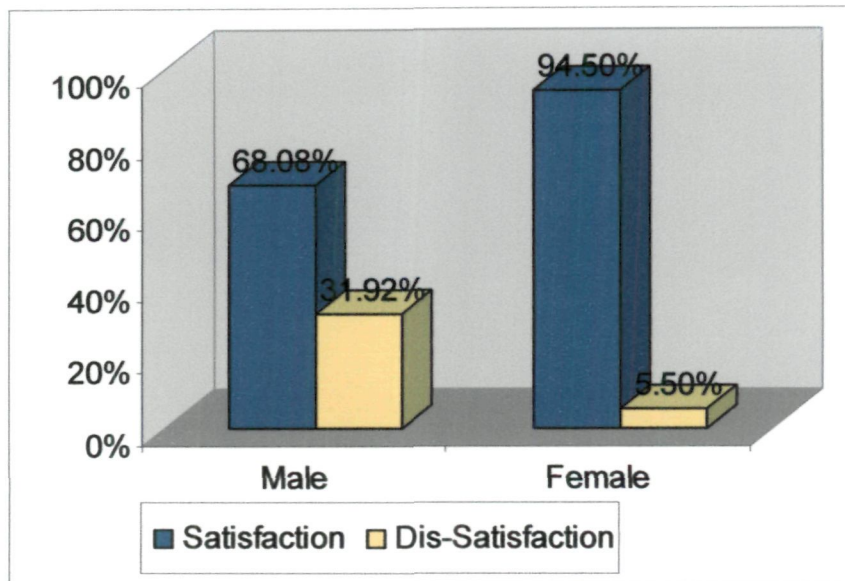
**Table 2** shows the 4 areas i.e. Job, Management, Social relations and Personal Adjustment, each area is divided into satisfaction and dissatisfaction similarly teachers are also divided into male and female. Above table shows the scores of male and female teachers which they secure in different areas. It is clear from the table that female teachers are more satisfied than male in all areas of job satisfaction.

**Figure 2** indicates the level of satisfaction and dissatisfaction in the first area of the inventory i.e. 'Job'. Sample includes 499 teachers in which 216 are male and 283 are female. In such area 134 male and 229 female teachers are satisfied where as 82 male and 54 female teachers are dissatisfied with their 'job' about 61.64% male and 80.15% of the female are satisfied with their 'job' and 37.72% and 18.90%, male and female are dissatisfied.

**Figure 3** shows the satisfaction and dissatisfaction in the second area of the inventory i.e. Management. In Management 170 male teachers and 244 female teachers are satisfied whereas 46 male and 39 females are dissatisfied approximately 78.20% of the male and 85.40% of the female are satisfied with their management whereas 21.16% male and 13.65% female are

**Fig. – 4 :**

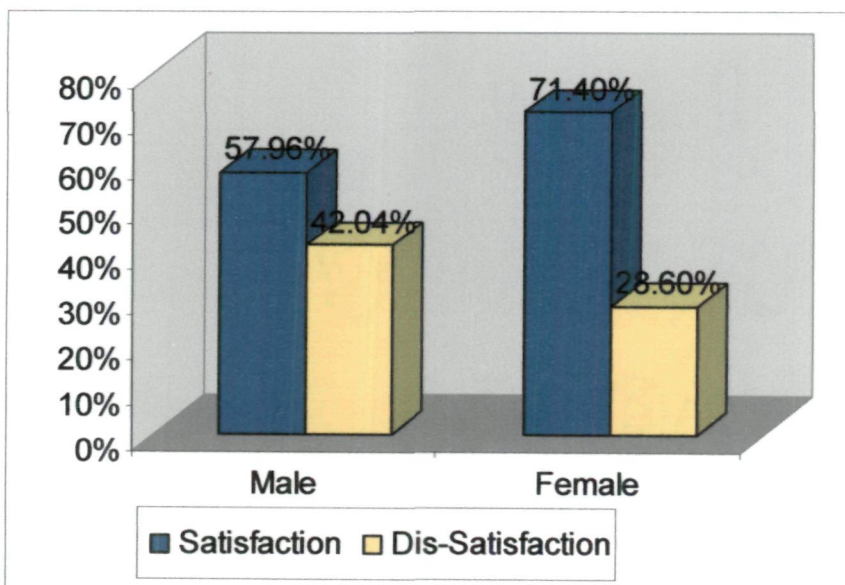
**Graph Showing Satisfaction and Dis-Satisfaction  
Among Male & Female**



**SOCIAL RELATION**

**Fig. – 5 :**

**Graph Showing Satisfaction and Dis-Satisfaction  
Among Male & Female**



**PERSONAL ADJUSTMENT**

dissatisfied. Overall majority of the teachers are satisfied with the management.

According to the Statistical Analysis Report (August, 1997, America) Administrative support student behaviour and school atmosphere are the conditions which are associated with teacher satisfaction; if the working conditions are favourable the teachers are more satisfied also work place conditions had a positive relationship with a teacher's job satisfaction regardless of whether a teacher is in a public or private school or an elementary or secondary school.

**Figure 4** indicates the satisfaction and dissatisfaction in social relations among male and female teachers. In this third area of inventory 148 male and 270 female are satisfied and 68 male and 13 female out of the sample of 499 are dissatisfied. About 68.08% of the male and 94.50% of the female are satisfied with their social relations whereas 31.28% of the male and 4.55% of the female are dissatisfied (see table No. 2).

**Figure 5** shows the personal relations among teachers. It is the fourth area of the S.D. inventory. In such area 126 male and 204 female are satisfied whereas 90 male and 79 female are dissatisfied in their personal relation. Approx. 57.96% male and 71.40% female are satisfied whereas 41.40% and 27.65% male and female are dissatisfied in their personal relation (refer table No. 2).

## **4.2 FACTORS RELATED TO SOCIO-ECONOMIC STATUS :**

The factors which are related to S.E.S. are listed in the table.

**Table No. 3 : Factors related to S.E.S.**

Item No. *	Factors
3.	Educational qualification
4.	Present salary
5.	Monthly income of the family.
7.	House in which the teacher live
12.	Evaluation of movable – immovable property in terms of cash value.

\* the serial No. of items are as these are in the original profile ( See Appendices).

Item 1 : Item 3 of the profile for the teachers enquired about the educational qualification of the teachers. The responses given by the teachers are as follows :

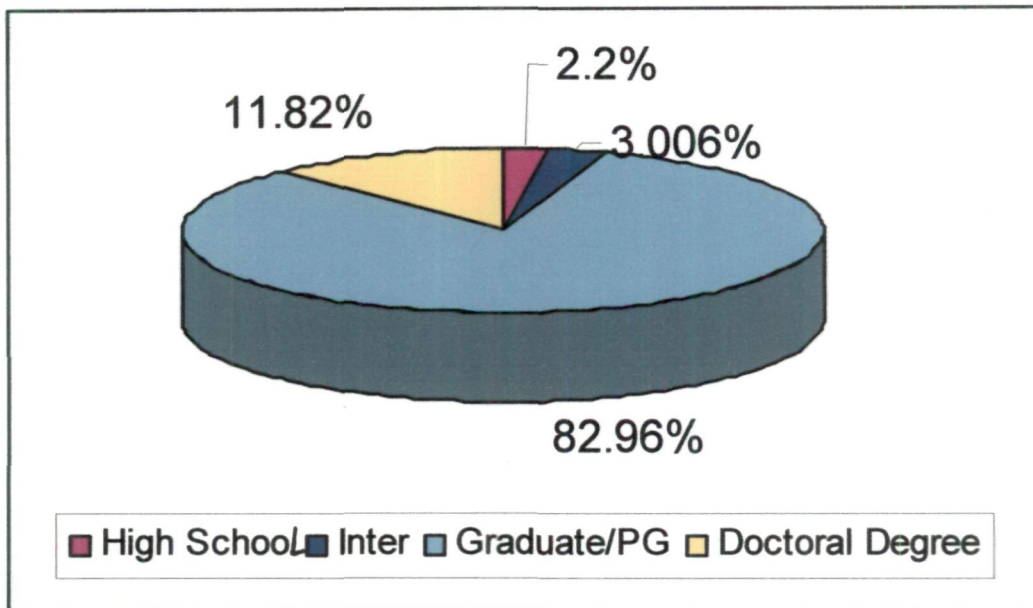
**Table 4 : Educational Qualification of the teachers**

Educational Qualification	High School/ Diploma	S.S.C./Inter	Graduate/P.G.	•Ph.D.
No. of Teachers	11	15	414	59
Percentage of teachers	2.2	3.006	82.96	11.82

Educational qualification includes 4 groups of educational in which maximum teachers are graduates and post-graduates this category includes 414 teachers and 82.96% of the total teachers. 11 are Diploma holders or high school, 15 (approx. 3%) are Inter and 59 (approx. 12%) are Ph.D. . It concludes that even at the elementary stage teachers are highly qualified.

**Fig. – 6 :**

**Graph Showing Educational Qualification of the Teachers**



**Fig. – 7 :**

**Graph Showing Monthly Salary of the Teachers**

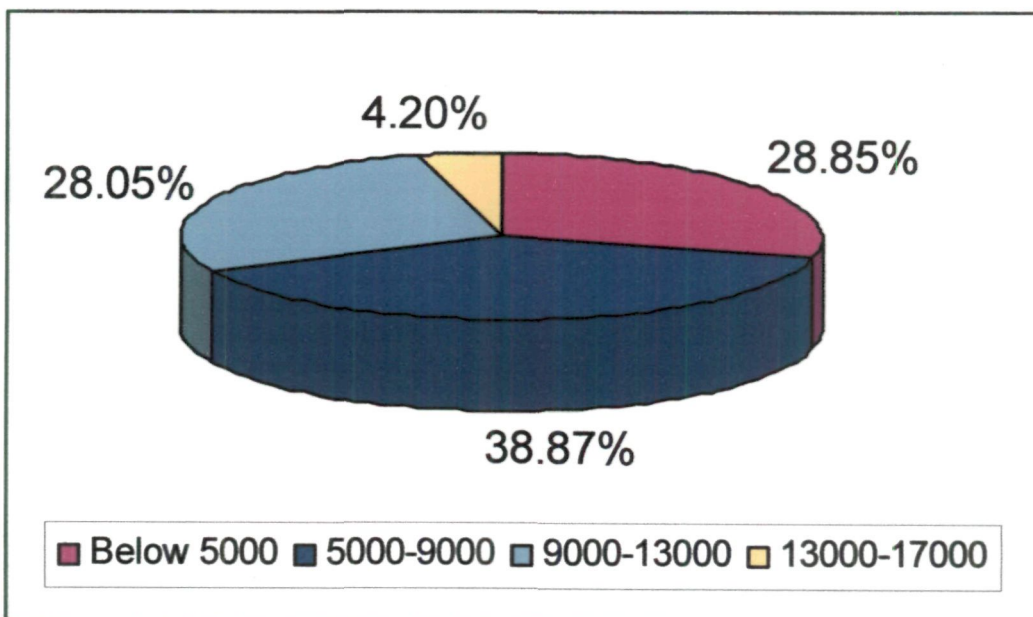


Figure 6 is the graphical representation of the educational qualification of teachers

**Item No. 2 :** Item 4 of the profile for the teachers enquired about the present salary of the teachers. The responses given by the teachers are as follows :

**Table 5 : Present Salary of the teachers**

Monthly Salary	Below 5000/-	5001-9000	9001-13000	13001-17000
No. of teachers	144	194	140	21
Percentage of teachers	28.85	38.87	28.05	4.20

Above table shows the monthly salary of the elementary teachers. Teacher who are paid less than 5000/- are 144 (approx. 29%) in numbers whereas 194 (approx. 39%) teachers get salary in between 5000-9000/-. 140 (approx. 28%) teachers gets salary in between 9000-13000 whereas only 21 teachers gets salary in between 13000-17000.

Figure 7 is the graphical representation of the salaries of the teachers.

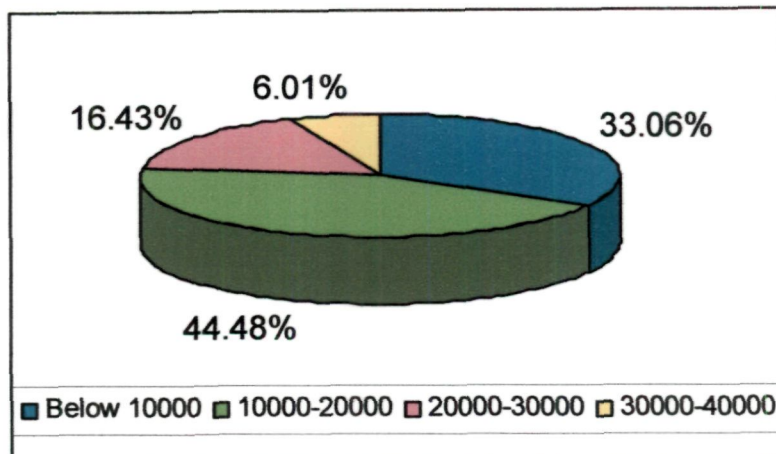
**Item No. 3 :** Item 5 of the profile for the teachers enquired about the monthly income of the family of teachers. Given responses by the teachers are as follows:

**Table 6 : Joint monthly income of the family**

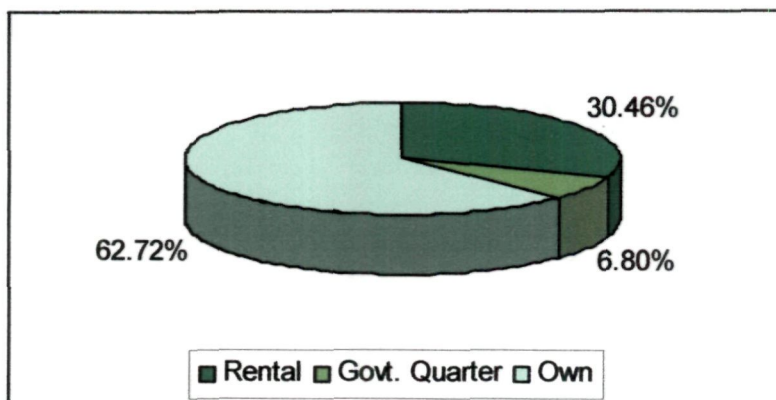
Total income of the family	10,000 & less	10,001 – 20,000	20,001 – 30,000	30,001 – 40,000
No. of teachers	165	222	82	30
Percentage of teachers	33.06	44.48	16.43	6.01



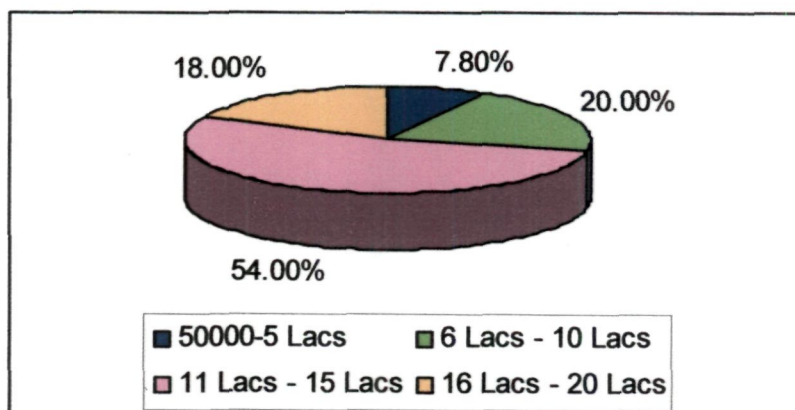
**Fig. – 8 :**  
**Graph Showing Total Income of the Family of Teaching**



**Fig. – 9 :**  
**Graph Showing Accommodation Facility of Teachers**



**Fig. – 10 :**  
**Graph Showing Total Property in Terms of Cash of Teacher**



**Table No. 6** shows Monthly income of the family which includes 4 Categories in which maximum teacher's family income are in between 10,000 to 20,000, this category includes 222 teachers (44.48%), 165 teachers (33.06%) family income is 10,000 or less, 82 (16%) teachers income is in between 20,000 – 30,000 (16.43%) where as only 30 teachers income is in between 30,000 to 40,000 which constitutes only 6% of the total teachers.

See figure 8 which is the graphical representation of the monthly income of the teachers.

**Item No. 4** : Item 7 of the profile enquired about the house in which teachers live. The responses are :

**Table 7 : House in which teacher live**

House in which they live	Rented	Govt. quarter	Own
No. of teachers	152	34	313
Percentage of teachers	30.46	6.8	62.72

Above table shows how many teachers have their own house, how many gets govt. quarter and how many lives in rented house. Percentage shows that majority i.e. 62.72% of the total teachers owned their own house whereas 30.46% of the teachers lived in rented and 6.8% gets quarters.

Figure No. 9 is the graphical representation of the accommodation facilities of the teachers

**Item No. 7** : Item 12 of the profile enquired teachers about their movable and immovable property in terms of Cash. Responses given by teachers are as follows :

**Table 8 : Movable and Immovable property of the teachers**

<b>Evaluation of property</b>	<b>50,000 - 5 lacs.</b>	<b>6 lacs – 10 lacs</b>	<b>11 lacs – 15 lacs</b>	<b>16 lacs – 20 lacs</b>
No. of teachers	39	100	270	90
Percentage of teachers	7.80%	20%	54%	18%

Above table No. 8 indicates that 39 teachers (7.80%) have a property in between 50,000 to 5 lacs. Teachers who have property in between 6 lacs to 10 lacs are 100 (20%), 270 teachers have a property in between 11 lacs to 15 lacs whereas 90 teachers are included in the category of having property in between 16 lacs to 20 lacs (18%) . It is clear from above, that maximum teachers comes under the category of 11 lacs to 15 lacs. (270 teachers or 54% of the total teachers)

Figure No. 10 is the graphical representation of movable and immovable property of teachers.

**Table 9 : Distribution showing mean and S.D. of Elementary School teachers**

<b>S.No.</b>	<b>Variable</b>	<b>Male</b>		<b>Female</b>		<b>Combine</b>	
		<b>Mean</b>	<b>S.D.</b>	<b>Mean</b>	<b>S.D.</b>	<b>Mean</b>	<b>S.D.</b>
1.	Job –satisfaction	49.30	10.56	51.36	10.26	50.47	10.44
2.	Self-concept	37.24	6.45	35.24	6.32	36.11	6.46
3.	Professional Attitude	3.022	0.407	2.87	0.311	2.93	0.363
4.	S.E.S.	24.08	4.17	25.26	4.48	24.75	4.38
5.	Experience	8.90	7.64	8.80	6.81	8.85	7.18

Above Table No. 9 shows the mean values of job-satisfaction , Self concept, professional attitude , S.E.S. and Experience of the male and female

teachers. Standard deviations have also been shown in the table. Separately as well as in the combine form.

**Table 10 : Comparison of Job satisfaction, Self concept, Professional Attitude, Socio-economic Status between male and female respondents :**

S.No.	Variable	Male (N=216)		Female (N=283)		t-Value
		Mean	S.D.	Mean	S.D.	
1.	Job-Satisfaction	49.30	10.59	51.36	10.26	2.20*
2.	Self-Concept	37.24	6.45	35.24	6.32	3.46**
3.	Professional Attitude	3.02	0.40	2.87	0.31	4.52**
4.	Socio-Economic Status	24.08	4.17	25.26	4.48	3.01**
5.	Experience	8.90	7.64	8.80	6.81	0.15

\* Significant at .05 level

\*\* Significant at .01 level

The above table (No. 10) shows the t-value of male and female respondents which is performed to compare the difference between the means. Above table shows that the mean score of female teachers (51.36) on job-satisfaction is higher than that of male teachers (49.30), this difference is significant at 0.05 level of confidence. Therefore it can be concluded that the difference between the means of male and female teachers on job-satisfaction is significant at .05 level of confidence, which means that female teachers are more satisfied than male teachers. Thus the Hypotheses No. 1 is rejected. The above finding is supported by the findings of Goswami (1988), Ramakrishnaian (1980), Reddy (1989), Reddy and Babu (1995), Khatoon (2000).

The mean score of male teachers (37.24) on self concept is higher than that of female teachers (35.24). This difference is significant at .01 level of confidence which means that the difference between the means of male and female teachers on self-concept is significant at 0.01 level. The Hypotheses No. 2 is also rejected. The mean score of male teachers (3.02) on professional attitude is higher than that of female teachers (2.87), this difference is found to be significant at .01 level of confidence, which indicates the difference between means of male and female teachers on professional attitude which is significant at .01 level of confidence. The mean score of female (25.26) on S.E.S. is higher than the male (24.08) this difference is also significant at 0.01 level of confidence which indicates the significant difference between male and female teachers on S.E.S..

The mean score of male teacher (8.90) on teaching experience is higher than the female teachers (8.80). This difference is not significant at any level. Therefore it can be concluded that the difference between the means of male and female on experience of teaching is not significant.

#### **4.3 STUDY OF THE INTERACTIVE EFFECTS :**

The analysis of variance is carried out to find out the independent and interactive effects of independent variables on the dependent variable. In the present study, the investigator conducted ANOVA to find out the independent as well as interactive influences of independent variables on the dependent variable. Here, the independent variables are self concept, professional attitude and socio-economic status while the dependent variable is Job-satisfaction.

**Table No. 11 : Mean Scores on Job-satisfaction by gender and Self concept (Male N=216) (Female teachers N=283)**

Self Concept	High	Medium	Low
Gender			
Male	46.57 (56)	46.33 (66)	53.01 (94)
Female	50.83 (106)	50.52 (98)	53.14 (79)

Table No. 11 shows the mean of High, Medium and Low scores of self concept on Job-satisfaction. On taking into account the scores of High, Medium and Low self concept of male and female, the mean score of High self concept of male and female is 46.57 and 50.83, mean score of medium self concept of male and female is 46.33 and 50.52 and mean score of low self concept of male and female is 53.01 and 53.14.

**Table No. 12 :Mean scores on Job-satisfaction by gender and level Self concept of total population (N=499)**

Self Concept	High (1)	Medium (2)	Low (3)
	49.36	48.84	53.07
Total Teachers	162	164	173

- (1) - Highest 33% of total number of teachers of self concept.
- (2) - Medium 34% of total number of teachers of self concept.
- (3) - Lowest 33% of total number of teachers of self concept.

Self concept is divided into three groups high medium and low . Total number of teachers came in the category of high scores on Self concept are 162, whose mean score is 50.15. In the medium category 164 (34%) teachers of self concept are included, whose mean score is 48.84, lowest category (33%) has 173 teachers who scored lowest in the self concept, mean score is 53.07.

**Table No. 13 : Interaction Effect of Sex and Self Concept on Job Satisfaction (2 x 3 Way Analysis of Variance).**

Sources of Variables	df	Sum of Squares	Means of Squares	F-value
Main effects	3	2704.319	901.440	8.667**
Sex	1	896.892	896.892	8.623**
Self concept	2	2181.155	1090.578	10.485**
2-way Interaction	2	459.824	229.910	2.210 <sup>N.S.</sup>
Sex x S.C.	2	459.824	229.910	2.210
Error	493	51278.241	104.013	
TOTAL	498	54442.385	109.322	

\* Significant at .05 level

\*\* Significant at .01 level

N.S. Not Significant

ANOVA is carried out for the Job satisfaction scores of the sample. A glance over Table 13 revealed that F ratio for both self concept and gender variables are significant at 0.01 level of confidence. It means that both the variables significantly affect the dependent variable i.e. job satisfaction.

However interaction of Gender and Self-concept is found to be insignificant . It is concluded from the above table that there is a impact of self-concept on job satisfaction. Table No. 11 confirmed the significant difference between means of male and female teachers on self concept.

Thus the Hypotheses No. 2 is rejected.

**Table No. 14 : Mean scores of male and female on Job-satisfaction by gender and Professional Attitudes**

<b>Professional Attitude</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
<b>Gender</b>			
Male	49.23 (60)	49.47 (76)	49.19 (80)
Female	50.82 (82)	52.30 (132)	50.25 (69)

Table No. 14 shows the mean scores of high, medium and low scores of professional attitude. Mean scores of High medium and low professional attitude of Male teachers are 49.23, 49.77 and 49.19 whereas mean scores of high medium and low professional attitude of female are 50.82, 52.30 and 50.25.

**Table No. 15 : Mean scores on Job-satisfaction by gender and Professional attitude of total sample (N=499)**

<b>Professional Attitude</b>	<b>High (1)</b>	<b>Medium (2)</b>	<b>Low (3)</b>
	50.15	51.26	49.68
Total Teachers	142	208	149

- (i) Highest 33% of total scores of Professional Attitude.
- (ii) Medium 34% of total scores of Professional Attitude
- (iii) Lowest 33% of total scores of Professional Attitude.



Professional attitude is divided into three groups : high, medium and low. Total number of teachers come in the Category of high scorers on professional attitude are 142, whose mean is 50.15. In the medium category 208 teachers with the mean of 51.26 are included where as in low category 149 teachers are included whose mean score is 49.68.

**Table 16: Interaction Effect of Sex and Professional Attitude on Job Satisfaction.**

Sources of Variables	df	Sum Squares	Means Squares	F-value
Main effects	3	681.362	227.121	2.085
Sex	1	441.865	441.865	4.057*
Professional Attitude	2	158.198	79.099	.726 <sup>N.S.</sup>
2-way Interaction	2	70.610	35.305	.324
Sex x P.A.	2	70.610	35.305	.324 <sup>N.S.</sup>
Error	493	53690.413	108.906	
TOTAL	498	54442.385	109.322	

\* Significant at .05 level

\*\* Significant at .01 level

N.S. Not Significant

Above table No. 16 indicates the difference between groups of teachers at different levels of professional attitude on Job satisfaction are not significant at any level. Where as F-ratio for gender variable is significant at .05 level which indicates that gender affects the dependent variable. Mean scores of female as shown in the table No. 14 is higher than the male teachers which indicates the greater influence of female on Job satisfaction. Hence it can be concluded that professional attitude has no significant

affects on job satisfaction where as gender has a significant affects on job satisfaction.

Interaction of a gender and professional attitude is found to be insignificant. Thus Hypothesis No. 3 for gender is rejected where as for professional attitude is accepted.

**Table No. 17 : Mean scores of male (N=216) and female (N=283) on Job-satisfaction by gender and Level of Socio-economic status.**

<b>Socio-economic Status</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
<b>Gender</b>			
Male	49.76 (78)	48.93 (96)	49.31 (42)
Female	51.94 (85)	50.48 (89)	51.64 (109)

Mean scores of high, medium and low scorers of S.E.S. of male teachers, are 49.76, 48.93 and 49.31. Where as mean scores of female teachers on S.E.S. are 51.94, 50.48 and 51.64.

**Table No. 18 :Mean scores on Job-satisfaction by gender and Socio-economic Status of total sample (N=499).**

<b>S.E.S.</b>	<b>High (1)</b>	<b>Medium (2)</b>	<b>Low (3)</b>
	50.90	49.68	50.99
Total Teachers	163	185	151

- (i) Highest 33% of total scores of S.E.S..
- (ii) Medium 34% of total scores of S.E.S.
- (iii) Lowest 33% of total scores of S.E.S.

Total number of teachers came in the category of high scorer on S.E.S. are 163 whose mean is 50.90. In medium category 185 teachers are included with mean scores of 49.68. Third category included 151 teachers, mean score of lowest scorer group is 50.99.

**Table 19 : Interaction Effect of Sex and S.E.S. on Job Satisfaction. 2x**  
**3 way Analysis of Variance.**

Sources of Variables	df	Sum Squares	Means Squares	F-value
Main effects	3	644.797	214.932	1.970
Sex	1	457.173	457.173	4.191*
S.E.S.	2	121.633	60.816	.553 <sup>N.S.</sup>
2-way Interaction	2	13.774	6.887	.063
Sex x S.E.S.	2	13.774	6.887	.063 <sup>N.S.</sup>
Error	493	53783.81	109.09	
TOTAL	498	54442.385	109.322	

\* Significant at .05 level

N.S. Not Significant

Above Table No. 19 indicates that F-value of different levels of S.E.S. on Job satisfaction is found to be .557 with degree of freedom 2 and 498. It is not significant at any level of confidence. It leads to the conclusion that S.E.S. on the measure of job satisfaction does not differ significantly or there is no influence of S.E.S. on Job satisfaction. F-value of gender is 4.191 which is significant at 0.05 level. It is inferred that gender affects the dependent variable. Male and female teachers differ with each other in their mean scores; female has higher mean score than male which indicates the greater influence of female teachers on job satisfaction than male. Thus

hypotheses No. 4 is rejected in case of gender whereas accepted in case of S.E.S. The interactive effect of the S.E.S. and gender is found to be insignificant which leads to the conclusion that level of S.E.S. is not dependent of the effect of gender on the measure of job satisfaction.

#### 4.4 STUDY OF RELATIONSHIPS

Correlation is applied in this study to find out the relationship between the variables. It helps in determining the degree of relationship between two or more variables i.e. it expresses the extent to which change in one variable are accompanied by or are dependent upon changes in the other variable.

**Table No. 20 : Correlational Matrix For The Total Sample (N=499) of Teachers**

Variable	Job Satisfaction	Self-concept	Professional Attitude	Socio-economic Status	Experience
Job-Satisfaction	1.00	0.1520**	-0.0421	0.0331	-0.0006
Self concept		1.00	0.0219	-0.018	0.0718
Professional Attitude			1.00	0.0041	0.0091
Socio-Economic Status				1.00	0.1660**
Experience					1.00

• Significant at 0.05 level

\*\* Significant at 0.01 level

The above table shows the correlation matrix for the correlation conducted on the entire sample of 499 teachers. The values of the coefficient of correlation 'r' for the relationship between job satisfaction experience,

job-satisfaction - SES, Job-Satisfaction - professional attitude and Job satisfaction - Self concept are - 0.001, 0.0331, -0.0421, and 0.1520 respectively. The 'r' value for job-satisfaction -Experience, job (-0.0006) and job-satisfaction - professional attitude (-0.0421) are negative and are not significant at the 0.05 level, negative value meant that as one variable increases, the other variable decreases, which implied that job satisfaction increases, experience decreases. Above finding is supported by the finding of Goswami (1988) and job satisfaction increases professional attitude decreases. Other values i.e. Job-satisfaction and S.E.S. (0.0331) and Job satisfaction and self concept (0.1520) are positive, which meant as the one variable increases other variable also increases. The 'r' value for Job satisfaction - S.E.S. is not significant at .05 level, which indicates that the relationship between Job-satisfaction - S.E.S. is not significant where as 'r' value of Job satisfaction with Self concept is highly significant at both .05 and .01 level confidence which indicates that the relationship between job satisfaction and self concept is significant. This implied that as the teachers self concept increases, their job-satisfaction also increases.

Statistical Analysis Report (1997) revealed in their study of job satisfaction among America's teachers that there is a weak relationship between job satisfaction and salary of the teachers, here also there is no significant relationship between them.

**Table 21 : Correlational Matrix for Male Teachers (N=216) between  
Job Satisfaction and Experience**

Variable	Job Satisfaction	Self-concept	Professional Attitude	Socio-economic Status	Experience
Job-Satisfaction	1.00	0.2826**	-0.0193	0.0355	.1582*
Self concept		1.00	-.1284	-.0365	.1707*
Professional Attitude			1.00	.0500	-.0444
Socio-Economic Status				1.00	.1497*
Experience					1.00

Correlation is performed on the male teachers of the sample (N=216). The results indicates that the 'r' values of Job Satisfaction-Experience. Job satisfaction – S.E.S., Job-satisfaction – Professional Attitude Job Satisfaction – Self Concept are 0.1582, 0.0355, -0.0193 and .2826. Value of job satisfaction –professional attitude i.e. -0.019 is negative which means that as one variable increases the other variable decreases, this implied that job-satisfaction increases, professional attitude decreases. This correlation is not significant at 0.05 level of confidence. Other values such as 0.1582, 0.0355 and .2826 are positive i.e. as one variable increases the other variable also increases . Value of Job-Satisfaction – Experience i.e. 0.1582 is significant at 0.05 level of confidence. This indicates that there relationship of Job satisfaction and experience is significant at 0.05 level of confidence. Values of Job –satisfaction - S.E.S. (.0355) is not significant at any level. Job-satisfaction – self concept (.2826) are significant at 0.05 and .01 level of Confidence. This indicates that the relationship of Job-

satisfaction and Self-concept are significant at 0.05 and .01 level of confidence.

Testing Hypotheses No. 5 – Thus hypotheses is rejected in case of male teachers. Above finding is supported by the finding of statistical report that teacher's age and experience are related to job-satisfaction.

**Table No. 22 : Correlation between Job satisfaction and Experience in teaching for female teachers (N=283)**

Variable	Job Satisfaction	Self-concept	Professional Attitude	Socio-economic Status	Experience in Teaching
Job-Satisfaction	1.00	.0795	-0.028	0.0091	-0.1394*
Self concept		1.00	0.1126	0.0314	-.0147
Professional Attitude			1.00	0.0155	0.0664
Socio-Economic Status				1.00	0.1847**
Experience in Teaching					1.00

Correlation is performed on the female teachers of the sample (N=283). The results indicates that the 'r' values of Job-satisfaction - self concept – Job satisfaction – Socio-economic status are .0795 and 0.0091 respectively. These values are positive i.e. as one variable increases the other also increases but none of them is significant at the 0.05 level of confidence. Thus, it can be concluded that job satisfaction among female teachers has a positive correlation with their self-concept and socio-economic status whereas the 'r' value of Job-satisfaction with professional attitude, Job satisfaction with experience are -0.028 and -0.1394 respectively. These values are negative which means that as one variable increases the other variable decreases. This implied that Job satisfaction increases, experience

decreases supported by the finding of Goswami. Correlation of Job satisfaction with professional attitude is not significant at 0.05 level of confidence. But 'r' value of Job satisfaction with experience is significant at 0.05 level of confidence. Thus the testing hypotheses No. 5 is rejected in case of female teachers.

### **Correlation Matrix for the Total Sample (N=499) Indicating The Correlation Between Self concept and Teaching Experience**

(Refer to table No. 20)

The table shows the correlation Matrix for the correlation conducted on the entire sample of 499 teachers. The values of the coefficient of correlation ( r ) for the relationship between self concept – Teaching experience. Self concept - S.E.S., and Self concept – professional attitude are 0.0718, -0.018 and 0.0219 respectively. 'r' value of Self concept – teaching experience and self concept - professional attitude are positive where as 'r' value of Self concept and SES is negative. Positive value indicates that as one variable increases the other also increases where as negative value indicates that one value increases the other value decreases.

All the three 'r' values are not significant at 0.05 level of confidence which means that the relationship between Self concept – Teaching Experience, Self concept – S.E.S. and Self concept - professional attitude are also not significant at 0.05 level of confidence.

### **Correlation for Male Teachers of Self concept and Teaching Experience.**

(Refer table No. 21)

Correlation analysis is conducted on the male teachers of the sample (N=216). The values of coefficient of correlation ('r' ) for the relationship



between Self concept and teaching experience, self concept and S.E.S. , self concept and professional attitude are 0.1707, -0.0365 and -0.1284 respectively. Value of Self concept with teaching experience i.e. 0.1707 is positive and others are negative. Positive value indicates that as one variable increases the other also increases but this is not applied to negative values. If the values are negative it means that as one variable increases the other variable decreases, this implied that self concept increases, S.E.S. decreases, similarly Self concept increases, professional attitude decreases, self concept – experience. Correlation is significant at 0.05 level of Confidence. This indicates the relationship of Self concept – Experience is significant but self concept – S.E.S. , Self concept - professional attitude are not significant at 0.05 level of confidence.

#### **Correlation between Self concept and Teaching Experience of female teachers**

(Refer table No. 22)

Correlation between self concept- experience, Self concept-S.E.S. and Self concept-Professional Attitude are -.0147, .0314, .1126 respectively. 'r' value of Self concept with experience is negative hence it indicates that as one variable increases the other decreases [Self concept increases, Experience decreases] other values are positive [0.0314 and 0.1126] which indicates the relationship between the variables as one variable increases, the other also increases. The 'r' value for self concept and experience is not significant at the 0.05 level of confidence. The 'r' value for self concept and S.E.S. is not significant at 0.05 level. This indicates that the relationship of self-concept and S.E.S. is not significant at the 0.05 level of confidence. The 'r' value for self concept and professional attitude is also not significant

at the 0.05 level of confidence. This indicates that there is no relationship between self concept and professional attitude.

**Correlation Matrix For The Total Sample (N=499) Indicating The Correlation between Professional Attitude and Teaching Experience**

(Refer table No. 20 )

Correlation analysis is conducted on the entire sample of 499 teachers. 'r' values for the relationship between professional attitude – Teaching Experience and professional attitude – S.E.S. are 0.0091 and .0041 respectively. Both the values are positive i.e. as one variable increases the other also increases slightly. Above values are not significant at 0.05 level of confidence. This indicates that there is no relationship between professional attitude and Teaching Experience also there is no relationship between professional attitude and S.E.S..

**Correlation for Male Teachers of Professional Attitude and Teaching Experience.**

(Refer table No. 21)

Correlation Analysis is conducted on the male teachers of the sample (N=216) (table 12). The values of the coefficient of correlation for the relationship between professional attitude – Teaching experience, professional attitude – Socio-economic status are -0.0444 and 0.0500 respectively. 'r' value of professional attitude –experience i.e. -0.0444 is negative which means that as one variable increases other decreases i.e. professional attitude increases, experience decreases also this value is not significant at .05 level. This indicates that the relationship among professional attitude and experience is not significant. Other value i.e.

professional attitude with Socio-economic status (.05) is positive which meant that one variable increases the other also increases. This value is not significant at .05 level of confidence.

**Correlation Matrix for Female Sample (N=283) indicating correlation between professional attitude and Teaching Experience.**

(Refer table No. 22)

The results indicates that the 'r' values of professional attitude – Experience and professional attitude – S.E.S. are 0.0664 and 0.0155 respectively. These values are positive i.e. as one variable increases the other also increases.

The 'r' value for professional attitude and experience is not significant at 0.05 level of confidence. This indicates that the relationship of professional attitude and experience of teacher is not significant at 0.05 level of confidence. Similarly the 'r' value for professional attitude and Socio-economic status is also not significant at 0.05 level. This indicates that the relationship of professional attitude and Socio-economic status is not significant at 0.05 level of confidence. Thus it can be concluded that there is positive correlation between professional attitude of teachers with their experience and professional attitude with their Socio-economic status.

**Correlation Matrix For the Total Sample (N=499) indicating the correlation between Socio economic status and Teaching Experience**

(Refer table No. 20)

Correlation analysis is done on the entire sample of 499 teachers. 'r' value for the relationship between Socio-economic status – Experience is 0.1660 which is positive and meant that if one variable increases the other

variable also increases slightly. The 'r' value for S.E.S. and experience is significant at 0.05 and 0.01 level. This implied that as the experience of teachers increases their S.E.S. also increases. Therefore, it can be concluded that S.E.S. is positively correlated with teaching experience and it is significant at .01 level of confidence.

**Correlation Matrix for Male teachers (N=216) indicating the correlation between Socio-economic status and Teaching experience.**

(Refer table No. 21)

Correlation analysis is conducted on the male teachers of the sample (N=216). The value of the coefficient of correlation for the relationship between socio-economic status and experience came out to be 0.1497. This value is positive i.e. as one variable increases the other also increases. The 'r' value for S.E.S. and Experience is highly significant at the .05 level of confidence. This indicates that the relationship of S.E.S. and Experience is significant at .05 level.

**Correlation Matrix for Female teacher (N=283) indicating the correlation between socio-economic status and teaching experience.**

Correlation is performed on the female teachers of the sample (N=283). The result indicates (table 22) that 'r' value of S.E.S. – Experience is a 0.1847. This value is positive, which indicates that as one variable increases the other also increases. The 'r' value for Socio-economic status and experience is significant at the 0.05 and 0.01 level of confidence. This indicates that the relationship of S.E.S. and Teaching Experience is significant at both the level, there is a positive correlation among S.E.S. and Teaching Experience.

## 4.5 MULTIPLE REGRESSION :

**Table No. 23 : Determinants of Job Satisfaction of Male (N=216)  
respondents.**

Integrated Variable	<u>Dependent Variable = Job Satisfaction</u>		
	beta	Simpler	t-Value
Self-concept	.28	.2826**	4.31
	Multiple R	= .28	
	R Square	= .08	

\*\* Significant at .01 level

**Analysis of the Table :** Reveals that self concept is a determinant of job satisfaction. The value of  $\beta$  (.28) and 'r' (.2826) is significant at 0.01 level. In this process, the dependent variable is the Job satisfaction and independent variables are Self concept, Professional attitude and S.E.S. The above table No. 23 indicates that analysis has resulted in the addition of only one variable 'Self concept' which has made significant contribution in the prediction of the dependent variable. The  $R^2$  value indicates that the single predictor i.e. Self concept explains 8% of the variance in the dependent variable 'Job Satisfaction'.

Regression analysis helps us in determining the potential relationship or shared common variance between the predictor (Self concept, professional attitude, S.E.S. Experience and Job satisfaction) and the criterion variables. The shared common variance is represented by ( $R^2$ ). An examination of the table - 23 shows that R Square for self concept is .08, when converted into percentage it comes to be 8 percent which means that

self concept is a 8 percent determinant of job satisfaction or job satisfaction 8% dependent on Self concept other predictor variables like professional attitude, S.E.S. and Teaching Experience did not appear as the predictor of job satisfaction in male respondents.

Thus, the hypotheses No. 6 for male respondents is rejected only in case of self concept i.e. Self concept is the predictor of job satisfaction and accepted in case of Professional attitude, Socio-economic status and experience of male teachers.

**Table No. - 24 : Determinants of Job Satisfaction of Female Respondents (N=283)**

Integrated Variable	<u>Dependent Variable = Job Satisfaction</u>		
	beta	Simpler	t-Value
Experience	-.13	-.13935*	-2.35
	Multiple R	= .13	
	R Square	= .02	

\* Significant at .05 level

Table No. -24 showing regression analysis for predictors (Job Satisfaction, Professional, Attitude, S.E.S., and Teaching Experience) and Criterion variables, reveals that Experience emerged as the predictor of job satisfaction among female teachers. The values of beta (-.13) and 'r' (-.13935) are significant at .05 level, other predictors such as self concept, professional attitude and S.E.S. are not found significant at any level.

As far as the effect of the predictor in terms of percentage is concerned, the value of multiple regression factor ( $R^2$ ) is calculated which is .02 i.e. 2% it means that job satisfaction 2% dependent on Experience, it could be argued that experience has little influence on the job-satisfaction or experience is 2% predictor of job satisfaction. Other predictor variables like

self concept, professional attitude and S.E.S. are not found significant predictors of job satisfaction.

Thus the Hypotheses No. 6 for female respondents is rejected in case of Experience i.e. experience is the predictor of job satisfaction and accepted in case of self concept, professional attitude and socio-economic status of female teachers.

**Table No. 25 Determinants of Job Satisfaction of Combine (Male and Female) (N=499) respondents.**

Integrated Variable	<u>Dependent Variable = Job Satisfaction</u>		
	beta	Simpler	t-Value
Self-concept	.15**	.1520**	3.43
	Multiple R	= 0.15	
	R Square	= .03	

\*\* Significant at .01 level

An examination of the regression analysis Table No. - 25 reveals that self concept is a predictor of job satisfaction in case of the total sample of teachers. The values of beta (.15) and simple 'r' (.1520) are significant at .01 level.

Multiple regression helps us in determining the potential relationship or shared common variance between the predictor (Self concept, Professional attitude, S.E.S. and Experience) and the criterion variable (Job satisfaction). The shared common variance is represented by (R Square).

Above table No.- 25 shows that R Square for self concept is .03 when converted into percentage it comes to be 3% which means that Self concept is 3% predictor of job satisfaction other predictor variables like, professional

attitude, S.E.S. and Experience are not found to be significant predictors of job satisfaction.

Thus, the Hypotheses No. 6 for combined group is rejected only in case of Self concept i.e. Self concept is the significant predictor of job satisfaction whereas accepted in case of professional attitude, socio-economic status and experience in combine group.



# **CHAPTER V**

## **FINDINGS AND IMPLICATIONS**

The main findings of the present study have been listed below :

### **5.1 Job Satisfaction Among Elementary School Teachers :**

- (i) Mean Score of Job satisfaction among elementary school teachers is 50.47.
- (ii) 72.94 percent job satisfaction is found among teachers, in which female scored high (81.27%) in comparison to male (62.96%) on Job satisfaction.
- (iii) 72.74 percent of the total teachers (499) are satisfied in the area of Job, in which female teachers scored high (80.15%) in comparison to male teachers (61.64%).
- (iv) 82.96 percent teachers are satisfied in the area of management, in which female scored high (85.40%) in comparison to male teachers (78.20%).
- (v) 83.76 percent teachers are satisfied in the area of social relation, here, also female scored high (94.50%) in comparison to male teachers (68.08%).
- (vi) 66.10 percent teachers are satisfied in the area of personal adjustment, in this female teachers are also scored high (71.40%) than male teachers (57.96%).

- (vii) Mean score of Self concept among elementary school teachers is 36.11. Job satisfaction of teachers is positively correlated with self-concept and is significant at both levels.
- (viii) Mean score of Professional Attitude among elementary school teachers is 2.893. There is a negative correlation between job satisfaction and professional attitude of teachers and is not significant at any level.
- (ix) Mean score of Socio-economic Status among teachers is 24.75. Job Satisfaction and Socio-economic status of teachers are positively correlated but is not significant at any level.
- (x) Mean score of teaching experience of elementary school teachers is 8.85. Negative correlation is found between Job Satisfaction and teaching experience of teachers and is not significant at any level.

Majority of the teachers are satisfied with their job. 72.94% teachers are found to be satisfied (364 teaches out of 499).

## **5.2 Gender differences in the level of Job satisfaction .**

- (i) The mean score of female teachers (51.36) is higher than that of male teachers (49.30) this difference is significant at 0.05 level.
- (ii) Job satisfaction among female teachers is positively correlated with self concept but is not significant at any level.
- (iii) Job satisfaction among male teachers is also positively correlated with Self concept and is significant at both level.
- (iv) Professional attitude and job satisfaction are negatively correlated among female which is not significant at any level.

- (v) Professional attitude and job satisfaction are negatively correlated among male teachers but is not significant.
- (vi) Job satisfaction among female teachers is positively correlated with S.E.S. but is not significant.
- (vii) Job satisfaction and Socio-economic status of male teachers are positively correlated and is not significant at any levels.
- (viii) Job satisfaction and teaching experience of female teachers are negatively correlated and significant at 0.05 level of confidence.
- (ix) Job satisfaction and teaching experience of male teachers are positively correlated and is significant at 0.05 level of confidence.

### **5.3 Self concept, Professional attitude, Socio-economic Status and Teaching experience:**

#### **(A) Self Concept and Job Satisfaction :**

- (i) Mean score of male teachers (37.24) on self concept is higher than that of female teachers (35.24) this difference is significant at 0.05 level.
- (ii) Self concept of elementary school teachers is positively correlated with professional attitude but this is not significant at any level.
- (iii) Self concept of female teachers is positively correlated with professional attitude but is not significant.

- (iv) Self concept of male teachers is negatively correlated with professional attitude and is not significant at any level.
- (v) Self concept of combined teachers is negatively correlated with Socio-economic status which is not significant at any level.
- (vi) Self concept of female teacher is positively correlated with S.E.S. but is not significant at any level.
- (vii) Self concept of male teacher are negatively correlated with S.E.S. and is not significant at any level.
- (viii) Self concept of elementary school teachers is positively correlated with teaching experience but is not significant.
- (ix) Self concept of female teachers is negatively correlated with teaching experience and is not significant at any level.
- (x) Self concept of male teachers is positively correlated with teaching experience which is significant at .05 level.

**(B) Professional Attitude :**

- (i) Mean score of male teachers (3.02) on professional attitude is higher than that of female teachers (2.87) this difference is significant.
- (ii) Professional attitude of combined teachers is positively correlated with S.E.S. but is not significant.
- (iii) Professional attitude of female teachers is positively correlated with S.E.S. but is not significant at any level.
- (iv) Professional attitude of male teachers is positively correlated with S.E.S. but this value is not significant at any level.
- (v) Professional attitude of combined teachers is positively correlated with teaching experience but this value is not significant.

- (vi) Professional attitude of male teachers is negatively correlated with teaching experience and is not significant.
- (vii) Professional attitude of female teachers is positively correlated with teaching experience but no significant level is found.

**(C) Socio-economic Status :**

- (i) Mean score of female teachers (25.26) on S.E.S. is higher than that of male teachers (24.08) this difference is significant.
- (ii) Socio-economic status of elementary school teachers is positively correlated with teaching experience and is significant at both levels.
- (iii) Socio-economic status of male teachers is positively correlated with teaching experience and is significant at 0.05 level of confidence.
- (iv) Socio-economic status of female teachers is positively correlated with teaching experience and is significant at both level.

## **5.4 Study of the Interactive Effects :**

**(A) Interaction Effect of Sex and Self concept on Job Satisfaction :**

When ANOVA is conducted on the entire sample of 499 teachers, the influence of two variables i.e. Self concept and gender have a significant effect on the job satisfaction but there is no interactive influence between sex and self concept.

**(B) Interaction Effect of Sex and Professional Attitude on Job Satisfaction :**

When ANOVA is conducted on the entire sample of 499 teachers, the influence of Sex has a significant effect on job

satisfaction but professional attitude has no significant effect on job satisfaction. No interactive effect is seen between Sex and Professional attitude.

**(C) Interaction Effect of Sex and S.E.S. on Job Satisfaction :**

ANOVA is conducted to study the interactive effect of Sex and S.E.S. on Job Satisfaction. Sex has a significant effect on Job Satisfaction where as S.E.S. has no effect on Job Satisfaction. Interaction between Sex and SES is also found insignificant.

**5.5 Determinants of Job Satisfaction :**

**(A) Determinants of Job Satisfaction of Male Respondents :**

- (i) When Multiple Regression is conducted on the sample of Male (216) respondents only self concept appeared as the predictor of Job Satisfaction.
- (ii) Other variables such as professional attitude, S.E.S. and Teaching experience are not found significant.

**(B) Determinants of Job Satisfaction of female Respondents.**

- (i) When regression is done on the female (283) respondents, only Teaching experience appeared as the main predictor of job satisfaction. Teaching experience is 2% determinant of Job Satisfaction or Job satisfaction 2% dependent on Teaching experience.
- (ii) Other variables such as Self concept , Professional Attitude and S.E.S. are not found significant.

**(C) Determinants of Job satisfaction of Combine (499) respondent :**

- (i) When analysis is done on combine respondents (499) only self concept appeared as the predictor of job satisfaction. Self concept is three percent predictor of job satisfaction or Job Satisfaction 3% dependent on Self concept.
- (ii) Other variables such as professional attitude, S.E.S. and Teaching experience are not found significant or they are not the determinant of Job Satisfaction.

## **5.6 Educational Implications :**

Researches of all kinds are directed towards the goal of discovering new knowledge about nature which might be utilized for making the human living more comfortable. A research study can be considered relevant and meaningful if the findings of it are useful to solve that particular problem and also helpful in solving other related problems. In the context of teaching nearly all researches investigations are directed towards generating new knowledge which might be helpful in improving teaching learning practices, teachers related problems, curriculum etc.

A research study must help in achieving this objective by providing innovative theories related to job satisfaction. In the present study, the investigator has made an attempt to study certain selected variables as determinant of job satisfaction. Although the investigator does not claim to have made an exhaustive study of the problem in question, yet it is emphasized that various aspects of the problem have been examined as extensively and deeply as possible. The findings of this study have some important implication for teachers in general, in curriculum planning,

teaching method etc. The findings also have some implication for further research in this field.

**(A) Educational Implications :**

Some of the findings listed in the previous section are of extraordinary importance which call for some immediate measures, to be taken for the job-satisfaction of teachers.

- (i) It is seen in previous chapter that female teachers are more satisfied than the male teachers, female teachers are well adjusted with their job, management social adjustment and personal adjustment where as male teachers are not so adjusted with teaching, job, management and personal relation. Awareness about the importance of teaching and its benefits amongst male should be increased.
- (ii) It is seen in the previous chapter that in most of the school post graduate teachers are maximum than graduate, to teach elementary stage. It is due to misconception that the post graduate teachers are more efficient but this is not true graduate teachers can also teach effectively only thing is that they need a chance to show their abilities.
- (iii) Environment of the school plays a significant role in generating or decreasing the interest of the teachers in teaching, financial resources, rented building, school cleaning, school maintenance, school premises, shortage of administrative staff etc. included the factors affecting the job satisfaction of teachers.
- (iv) Teachers effectiveness is very important factor in the development of basic skills, understanding, proper work habits, desirable attitudes and adequate personal adjustment of the student. Only



effective teachers can materialize policies and plans of education in the classroom at the grassroot level. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in his profession.

- (v) The State Government and Central Government have to play significant roles in improving the quality of teachers. For this purpose many hard decisions may have to be taken. . Some factors which are responsible for degradation of job-satisfaction among teachers are unplanned curriculum, scarcity of funds, apathy and traditionalism among teachers, administration, relationship with colleagues, defective examination system and rampant corruption at all levels. There is urgent need to improve the standard of teachers.
- (vi) Teachers are not trained and well qualified with the method of teaching, many have unfavourable attitude for teaching. For such teachers orientation programme as well as refresher courses should be organized for shorter as well as longer duration in summer and winter vacation. Inservice programme for teachers should be arranged.
- (vii) Quality and competence of any educational institution is determined by the role played by its teachers. Therefore, it is must for the Govt. and concerned authorities to be impartial in recruiting the teachers. Efforts should be made to update their knowledge through regular intervals. There is also a need to plan and organize orientation and refresher courses for school teachers.
- (viii) Salary must be consistent with present Socio-economic condition. It means one have to cope with the Society with ones salary.

Atleast living cost will be covered by that salary. A range of salary must have capability to meet up one's basic need in life. When one's salary cannot meet up that, they have to look for other earning source. As most of the teachers are dissatisfied with low salary, they tried to more income by private teaching. In some cases they get more amounts from private teaching than their monthly salary. It makes the teachers less sincere towards their school teaching. Provision should be made to raise salaries from time to time.

**(B) Implications for Further Research :**

- (i) Due to shortage of time and resources, the study is carried out only on elementary school teachers to find out job satisfaction among them. Although job satisfaction is necessary to secondary as well as degree college teachers yet the focus of the study has been on the elementary stage only.
- (ii) Present study covers only few states and districts of India, which investigator found easy to study, other states likely to provide comparatively more comprehensive picture of the elementary school teachers with respect to the variables under investigation.
- (iii) The present research work has been done on urban areas only. The study should be extended to rural areas and comparative study should be done in between rural and urban teachers.
- (iv) More researches should be done in the tribal, backward and inaccessible areas, as this problem is very much prevalent in those areas.

- (v) Teachers job satisfaction has been studied in relation to selected variables like self concept, professional attitude and S.E.S.. There are other variables also which can be studied with job-satisfaction.
- (vi) Researches should be done in making comparative study related to the problem of job satisfaction belonging to private and government school teachers, married and unmarried teachers, Hindi and English medium school teachers for better understanding of the facts related to this problem.
- (vii) Cross cultural studies regarding professional attitude and its associated variables may be conducted to understand the problem in a more comprehensive manner.

# **APPENDIX - A**

# **B i b l i o g r a p h y**

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# **APPENDIX - B**

# **Satisfaction, Dissatisfaction Employees Inventory**

By Prof. D.M. Pestonjee

Carefully read the questions give below, against each question you have to respond either by Yes or No. Please tick mark ( ☐ ) either in 'Yes' or 'No' bracket. Which ever you think is applicable to you.

- |  | Yes                          | No                           |
|--|------------------------------|------------------------------|
| 1. Do you work with good tools, material and equipment?                            | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 2. Do the superiors reward good workers?   | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 3. Do you think that good people are respected in society?                         | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 4. Does the idea of future mishaps make you worried                                | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 5. Are most of your acquaintances reliable?  | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 6. Do your superiors sympathetically hear about your difficulties?                 | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 7. Does this job provide good opportunities for promotions?                        | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 8. Do you feel that due to poor health you could not get ahead in your job.        | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 9. Do your neighbours help you when you are in some difficulties?                  | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 10. Do you sometimes think that you do not have those qualities which others have? | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 11. Do you have to work with those persons whom you do not like much?              | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 12. Do you often feel that you are alone in this wide world?                       | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| 13. Do you feel satisfied with the over-time rules of your organization.           | ( <input type="checkbox"/> ) | ( <input type="checkbox"/> ) |

14. Do your superiors think that most of the people are hard working? ( ) ( )
15. Do you some times feel that there is none in whom you can confide? ( ) ( )
16. Do you often get such ideas at the time of going to bed which make it difficult for your to sleep? ( ) ( )
17. Do your superiors behave well with the employees? ( ) ( )
18. Do your think that the work you are doing is interesting? ( ) ( )
19. Do you think that promotions to employees are given impartially? ( ) ( )
20. Do you get upset for a long time when criticized by somebody? ( ) ( )
21. Do you feel satisfied with the conditions of the place where you work? ( ) ( )
22. Do you believe that in case of emergency (such as illness or marriage) the management would help you? ( ) ( )
23. Do you hesitate in accepting the responsibilities of social functions? ( ) ( )
24. Are you frequently worried due to illness of your family members? ( ) ( )
25. Are most of your neighbours gentle and social? ( ) ( )
26. Do your superiors invite suggestions from you for the betterment of the company? ( ) ( )
27. Do you think that you have selected the right job for yourself? ( ) ( )
28. Do you sometimes think that your family members do not care for you as much as they should? ( ) ( )
29. Do you sometimes think of changing your house due to the neighbours? ( ) ( )

30. Are there such members in your family whose presence causes you annoyance? ( ) ( )
31. Do you sometimes think that you could have earned more in some other job? ( ) ( )
32. Do you think that bad people outnumber the good ones in the society? ( ) ( )
33. Does your job allow you sufficient time for rest and recreation. ( ) ( )
34. Do your superiors respect your abilities and skills? ( ) ( )
35. Do you think that most of the people exploit the weaknesses and shortcomings of others? ( ) ( )
36. Do trifling things also hurt you? ( ) ( )
37. Do your superiors harshly punish employees for simple mistakes? ( ) ( )
38. Do your fellow workers help you? ( ) ( )
39. Do you think that people get promotions due to personal pulls? ( ) ( )
40. Do your relatives frequently bother or trouble you? ( ) ( )
41. If you are offered elsewhere the same facilities which you are enjoying here, would you like to change your job? ( ) ( )
42. Are the employees dismissed from the job on simple and trivial matters? ( ) ( )
43. Do you feel hesitation in talking to strangers? ( ) ( )
44. Do you often have to leave tasks unfinished? ( ) ( )
45. Do you think that your friends are sincere to you? ( ) ( )
46. If you were an officer, would you have treated your subordinates the same way as your officers do? ( ) ( )
47. Do you think that you are overworked? ( ) ( )

48. Had there been some unpleasant experience in your childhood, which you cannot forget? ( ) ( )
49. Do you believe that most of the social customs and traditions are troublesome ? ( ) ( )
50. Do you pass your time pleasantly in your home ? ( ) ( )
51. Do you think that your job is hard and difficult ? ( ) ( )
52. Are most of the people in society selfish ? ( ) ( )
53. Is your profession respected by others ? ( ) ( )
54. Do your superiors believe that the workers' welfare is their own welfare? ( ) ( )
55. Do people quickly end friendly relations with you? ( ) ( )
56. Do the members of your family often act against your wishes? ( ) ( )
57. Do most of your colleagues work under duress and fear? ( ) ( )
58. Would you advise any of your close relatives to accept the job on which you are working? ( ) ( )
59. Do you think that the employees in this company are treated in a proper manner? ( ) ( )
60. Do you sometimes get worried without any apparent cause? ( ) ( )
61. Do you sometimes feel to give up this job and take up some other one? ( ) ( )
62. Do your superiors praise good workers? ( ) ( )
63. Do most of the people misunderstand you ? ( ) ( )
64. Do you earn enough money so that you do not have to seek help from others? ( ) ( )
65. Do you face difficulties due to caste and creed feelings in the society? ( ) ( )

66. Do your superiors often order you to do a job which is difficult to carry out? ( ) ( )
67. Do you think that this work provides you opportunities for displaying your talents and skills ? ( ) ( )
68. Do you generally feel tired after doing simple jobs? ( ) ( )
69. Do you think that your fellow workers generally avoid meeting you ? ( ) ( )
70. Do you think that things go wrong without any fault of yours? ( ) ( )
71. Do you think that you need some more training for this job? ( ) ( )
72. Do you feel hesitation in seeking advise from others? ( ) ( )
73. Do you think that, inspite of your lack of interest in this job, you work because you get good money? ( ) ( )
74. Are you often asked to work at odd hours ? ( ) ( )
75. Do you easily make friends with new people ? ( ) ( )
76. Do the members of your family live cordially ? ( ) ( )
77. Do your superiors think that their employees are efficient ? ( ) ( )
78. Do you think that your present job is a respectable job for a person like you ? ( ) ( )
79. Do you think that you can place your problems before your superiors without any hesitation ? ( ) ( )
80. Are you often worried about the aim or purpose of your life? ( ) ( )

## **Mohsin Self-Concept Inventory (MSCI)**

You will find below number of statements. You have to read each one carefully and judge whether it correctly describes you. If you think it to be applicable to you, put a tick (✓) mark and if it does not apply to you, put a cross (X) against it. Do not omit any statement. Please be frank and honest. You are not being tested. You are assisting in a research project.

1. I have control over my impulses ( )
2. I am not overpowered by emotions. ( )
3. I have clear ideas about most matters. ( )
4. Whenever I take a decision, I translate it into action. ( )
5. I do not get easily irritated. ( )
6. I can easily recall what I have learned earlier. ( )
7. I do not take long to arrive at a decision. ( )
8. I do not bear malice against any body. ( )
9. My intelligence can be rated as above the average. ( )
10. I do not have imaginary fears. ( )
11. I have a strong memory. ( )
12. Once I make up my mind about anything. I stick to it. ( )
13. I do not lose self-control when anybody offends me. ( )
14. I am capable of observing minute details. ( )
15. When I am in conflicting situation, I do not find it difficult  
to resolve the conflict. ( )
16. I can well imagine a situation even without having observed it. ( )



17. I do not resort to wishful thinking. ( )
18. I am prepared to sacrifice my own interest for the good of my friends. ( )
19. I do not have difficulty in thinking out clearly the solution of a problem. ( )
20. I do not desire what is not possible for me to achieve. ( )
21. I do not change my plans too frequently. ( )
22. I can keep away all distracting thoughts when applying my mind to a problem. ( )
23. I get sudden flashes which guide me when I am facing a difficult situation. ( )
24. None can persuade me to take a decision which I do not think proper. ( )
25. I am deeply affected when I find someone in distress. ( )
26. I do not mix issues. ( )
27. I am not carried away by temptations. ( )
28. I am not overawed by any person. ( )
29. My judgements about other persons are generally correct. ( )
30. I am not dominated by self-interest. ( )
31. While discussing any matter, I do not create confusion. ( )
32. My actions are governed by some principles. ( )
33. Power does not affect me. ( )
34. I do not have any difficulty in expressing my ideas. ( )
35. Once I adopt a course of action, I do not bother about its results. ( )
36. In deciding any issue, I am not compelled by circumstances. ( )
37. I forgive others' faults. ( )

38. I am not suspicious about others. ( )
39. I can be safely trusted by others. ( )
40. I can rightly guess the other person's intentions by just observing his behaviour. ( )
41. My actions do not falsify the expectations I raise in others. ( )
42. I am not used to finding faults with others. ( )
43. I do not jump to a conclusion. ( )
44. I generally decide things for myself. ( )
45. My memory is generally faultless. ( )
46. I am not altogether carried away by impulses. ( )
47. I am not an unprincipled person. ( )
48. My thinking is not confused. ( )

# Teacher Attitude Scale

By Dr. J.C. Goyal

Please read each of the items carefully put a tick mark (✓) in the cell provided on the right side of the statements with which you agree, otherwise cross (X) it. Let your own experience and first reaction determine your agreement or disagreement with statements.

1. Teachers are generally happy in their profession ( )
2. I pity those who aspire to become teachers ( )
3. There is no other profession better than teaching ( )
4. Teachers are not satisfied in their job. ( )
5. Teaching is an interesting job. ( )
6. Teaching profession is unattractive due to less promotional avenues in it. ( )
7. Teaching seems to be a popular profession. ( )
8. Teaching is regarded as a respectable profession. ( )
9. I regard teaching as the most miserable of all professions. ( )
10. Teaching profession has usually unfit persons in it. ( )
11. Teaching is a noble profession. ( )
12. Teaching now-a-days is like working in a business shop. ( )
13. Teaching profession advocates impractical ideas about class-room teaching. ( )
14. I shall not advise any one to join the teaching profession. ( )
15. Teaching develops personality of a person. ( )

16. It is a curse to teach. ( )
17. Teaching is meant for mediocres. ( )
18. Teaching is likely to make one imaginative. ( )
19. Persons from poor socio-economic back ground only like to teach. ( )
20. Teaching is one of the best way of serving people. ( )
21. Teaching profession expects teachers to act ideally. ( )
22. Teaching is the best rewarding profession. ( )

## **SOCIO-ECONOMIC PROFILE**

Name : .....

Age : .....

Sex : .....

Marital Status : .....

Name of Father/Husband : .....

Name and Address of your School where you are working :

(a) Name : .....

(b) Place : .....

(c) District and Province : .....

1. Status of School :

(a) Primary School ( ) (b) Junior High School ( )

(c) High School ( ) (d) Sr.Sec./Inter College ( )

2. Your Professional Post :

(a) Junior Teacher ( ) (b) Teacher ( )

(c) Astd.Head Master ( ) (d) Head Master/Principal ( )

3. Your Educational Qualifications :

(a) High School/Diploam ( ) (b) S.S.C./Inter ( )

(c) Graduate/Post Graduate ( ) (d) Doctoral/Ph.D. ( )

4. Your present salary (Income) including all allowances in Rs. :

(a) Below 5000 ( ) (b) 50001 – 9000 ( )

(c) 9001 – 13000 ( ) (d) 13001 – 17000 ( )

5. Approximately monthly Income of your Joint family in Rs. :

(a) 10000 & less ( ) (b) 10001 – 20000 ( )

(c) 20001 – 30000 ( ) (d) 30001 – 40000 ( )

6. Means of transportations :

- (a) On foot ( ) (b) Bicycle ( )  
(c) Rickshaw/Public Bus ( ) (d) Scooter ( )

7. House in which you live is :

- (a) Rented ( ) (b) Govt. Quarter ( )  
(c) Own ( )

8. How many saving schemes you have adopted :

- (a) 1 ( ) (b) 2 ( )  
(c) 3 ( ) (d) 4 ( )

9. Means of communications :

- (a) None ( ) (b) Telephone ( )  
(c) Mobile ( ) (d) Both ( )

10. Please mark which of the following items you own :

- (a) Radio ( ) (b) T.V. ( )  
(c) Refrigerator ( ) (d) Washing Machine ( )

11. Name the news papers and magazines you read most regularly :

- (a) News Papers .....
- (b) Magazines .....
- (c) Both .....

12. Kindly make an evaluation of your movable – immovable property in terms of Cash value.:

- (a) 50000 – 5 lacs ( ) (b) 6 lacs - 10 lacs ( )  
(c) 11 lacs – 15 lacs ( ) (d) 16 lacs – 20 lacs ( )